DOCUMENT RESUME

ED 423 698 FL 025 504

TITLE	Learning Languages: The Journal of the National Network for Early Language Learning, 1996-1997.
INSTITUTION	National Network for Early Language Learning.
ISSN	ISSN-1083-5415
PUB DATE	1997-00-00
NOTE	137p.; Published three times a year: Fall, Winter, Spring.
AVAILABLE FROM	National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Learning Languages: The Journal of the National Network for Early Language Learning; v2 n1-3 Fall 1996-Spring 1997
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Advocacy; Basic Skills; Block Scheduling; Book Reviews; Class Activities; Classroom Techniques; *Educational Technology; Electronic Mail; Elementary Secondary Education; *Fles; *Information Technology; Instructional Materials; International Educational Exchange; Interpersonal Relationship; Language Proficiency; Language Tests; Middle Schools; Politics of Education; Professional Associations; Program Descriptions; Program Development; Second Language Instruction; *Second Language Learning; *Second Language Programs; *Second Languages; Student Motivation; Student Recruitment; Testing; Transfer of Training
IDENTIFIERS	National Network for Early Language Learning; Waldorf Schools

ABSTRACT

This document consists of the three issues of the journal "Learning Languages" published during volume year 2. These issues contain the following major articles: "Minneapolis and Brittany: Children Bridge Geographical and Social Differences Through Technology" (Janine Onffroy Shelley); "Student Reasons for Studying Language: Implications for Program Planning and Development" (John Watzke, Donna Grundstad); "Political Action and Advocacy" (Kay Hewitt); "A Case for Foreign Languages: The Glastonbury Language Program" (Christine Brown); "But I Only Have E-Mail--What Can I Do?" (Jean W. LeLoup); "Education Under Fire: Changes in the 105th Congress? Not Hardly!" (J. David Edwards); "NNELL Members Work Locally To Promote Languages" (Kay Hewitt); "How a Foreign Language Program Blossomed: One School's Story" (Josephine Konow); "Proficiency Testing for Middle School: Voyage a EPCOT/Viaje a EPCOT" (Margaret Keefe Singer); "Waldorf Schools: Seventy-Six Years of Early Language Learning" (Michael Navascues); "Block Scheduling for Language Study in the Middle Grades: A Summary of the Carleton Case Study" (Sharon Lapkin, Birgit Harley, Doug Hart); "Teaching Tolerance in the Foreign Language Classroom: A Personal Reflection" (Boni Luna); and "Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math, and Language Arts" (Penelope W. Armstrong, Jerry D. Rogers). (MSE)

ED 423 698

Learning Languages

The Journal of the National Network for Early Language Learning

Fall 1996
Vol.2 No.1

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Marcia H
Rosenbusch

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

FL025504

BEST COPY AVAILABLE

Learning Languages: The Journal of the National Network for Early Language Learning is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor at the address below to request a copy of author guidelines for preparing articles.

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available).

Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, objective, materials, and procedure. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

Editor
Marcia H. Rosenbusch
Department of Curriculum and Instruction
N157 Lagomarcino Hall
Iowa State University
Ames, IA 50011
mrosenbu@iastate.edu

Editorial Assistant
Sue Ryan Weiss

Cover Design
Gary Blum

Contributing Editors

International news
Helena Curtain
University of Wisconsin - Milwaukee
10523 W. Hampton Ave.
Milwaukee, WI 53225
hcurtain@csd.uwm.edu

Classroom activities
Diane Fagin Adler
North Carolina State University
Dept. of Foreign Languages and Lit.
Box 8106
Raleigh, NC 27695-8106
adlerd@social.chass.ncsu.edu

French resources
Myriam Chapman
Bank Street School for Children
610 W. 112th St.
New York, NY 10025

Research
Elsa Statzner
National - Louis University
1209-A Central St.
Evanston, IL 60201
mruggero@nwu.edu

Funding info./New legislation
Joint National Comm. for Languages
1118 22nd St. NW
Washington, DC 20037
76306.535@compuserve.com

Spanish resources
Lori Langer de Ramirez
166 Nichols Ave.
Brooklyn, NY 11208
LoriLanger@aol.com

Teaching with Technology
Jean W. LeLoup
ICC Department
SUNY/Cortland
P.O. Box 2000
Cortland, NY 13045
leloupj@syncorva.cortland.edu

Assessment
Peggy Boyles
Foreign Language Coordinator
Putnam City Schools
5401 NW 40th St.
Oklahoma City, OK 73122
pboyles@ionet.net

German resources
Gertie Kessler
Orange Hunt Elementary School
6820 Sydenstricker Rd.
Springfield, VA 22152
kesslerj@csa.delta1.org

Learning Languages

The Journal of the National Network for Early Language Learning
Volume 2, No. 1 Fall 1996

Articles

3 **Minneapolis and Brittany:**
Children Bridge Geographical and Social Differences through Technology
Janine Onffroy Shelley

15 **Student Reasons for Studying Language:**
Implications for Program Planning and Development
John Watzke
Donna Grundstad

44 **Political Action and Advocacy**
Kay Hewitt

Features

2 **Notes from the President**

11 **Children's Classroom Creations**

12 **Activities for Your Classroom**

14 **Legends of Mexico: A New Publication for Elementary Teachers**

30 **Classroom Resources**
- **Spanish**
- **German**
- **French**

32 **NNELL Tribute to Senator Paul Simon (D-IL)**

34 **NNELL Election Results**

35 **NNELL Annual Meeting**

36 **Martie Semmer Receives Award for Advocacy**

38 **NNELL Regional and State Representatives**

46 **Calendar**

Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are $15/year ($20 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, 1118 22nd St. NW, Washington, DC 20037.
Copyright © 1996 by the National Network for Early Language Learning.

Notes from the President

> *We have accomplished many goals because of your "can do" attitudes and tireless efforts.*

Although we are in the fall of the year, NNELL continues to spring forward with accomplishments, membership, and enthusiasm. We have begun the school year and are eagerly looking forward to our annual meeting in Philadelphia on November 22. This issue of *Learning Languages* reflects the professional pride, excitement, and forward looking attitude of NNELL's 800 members who make us strong.

The NNELL "to do" list has four important items that we all need to note:

- **Membership renewal.** NNELL's membership and voice have grown enormously over the years. Renew your membership and *reach out to at least one other colleague to encourage him or her to join us as we seek ways to improve and enrich K-8 education.*
- **Annual meeting, November 22, Philadelphia.** We know that everyone cannot attend, but questions, suggestions, and requests can be sent directly to me, any of the officers, or your state and regional representatives. There is an updated list of state and regional representative in this volume and they are waiting to hear from you.
- **NNELL Exhibit.** We will have a booth in the Exhibit Hall and we hope that you will stop by.
- **FLES Swapshop Breakfast Meeting on November 23.** This event during the ACTFL Conference in Philadelphia planned by Mary Lynn Redmond and Patti Ryerson will feature opportunities to network and view materials from publishers and distributors who specialize in K-8 materials.

Congratulations are in order to several outstanding NNELL members. Senator Paul Simon has been, and will continue to be, a tireless advocate for early language learning. We celebrate his retirement and know that he will continue to work for increased opportunities for foreign languages. We congratulate Martie Semmer as recipient of the ACTFL Award for her model work to increase community interest in foreign languages. And last, but not least, we welcome and congratulate Christy Brown, NNELL's newly elected Second Vice President.

As I get ready to pass the presidential gavel to Mary Lynn Redmond, 1996-1997 NNELL President, I would like to thank you all—too numerous to mention individually—for your hard work and dedication. We have accomplished many goals because of your "can do" attitudes and tireless efforts.

There is still much to be done and I look forward to working with Mary Lynn as she leads us into our tenth anniversary year. We are growing in numbers and influence, and with your continued membership and involvement, NNELL's voice will continue to advocate early language learning for all children.

Eileen B. Lorenz

Eileen B. Lorenz
Academic Programs
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
e-mail: elorenz@umd5.umd.edu

Minneapolis and Brittany:

Children Bridge Geographical and Social Differences through Technology

Refereed Article

Janine Onffroy Shelley
Technology Coordinator
National K-12 Foreign Language Resource Center
Iowa State University
Ames, Iowa

The new foreign language standards, developed from input from foreign language teachers around the country, represent the recent focus on teaching communication in a cultural context.

Learning scenarios included with the National Standards describe several lessons that use computer-mediated communication (CMC), the process by which people send and receive information using a networked computer. CMC serves as a medium for students to contact other students and retrieve information from the target country. The standards suggest, therefore, that the technology of CMC is useful in meeting foreign language goals. This article presents examples of how CMC affects language learning and describes a successful CMC project carried out by a school in Minnesota and a school in France.

Use of Computer-mediated Communication in Language Learning

CMC, accessing information and communicating with others over a computer network, can take place over a local-area-network (LAN), computers linked together locally in a computer lab, or a wide-area-network (WAN), computers linked to other computers around the world, such as the Internet. Activities that can be carried out over a LAN or WAN include: 1) exchanging electronic mail (e-mail) messages sent from one computer to another computer to be read at a later time; 2) simultaneous "chat" or teleconferences where messages are exchanged in real time; and 3) use of electronic bulletin boards where all participants' messages are posted for everyone to read or respond to at leisure.

E-mail use has been found to be a powerful teaching tool that enables students to increase their written communication skills (Golden, Beauclair & Sussman, 1992; Riel, 1991-92). Several studies that evaluated students' messages exchanged over a LAN and WAN (Golden et al. 1992; Riel, 1991-92) indicated that students wrote more accurately in an authentic situation where they had the opportunity to write to a real audience. Messages written by students to be sent over a network to a real person tended to have fewer mistakes (Riel, 1991-92) and more clearly stated ideas (Moore, 1991) than those submitted to an instructor to be evaluated for grammatical errors. Increased communication in a foreign language

E-mail use has been found to be a powerful teaching tool that enables students to increase their written communication skills.

was also found to be a result of network use (Cononelos & Oliva, 1993; Beauvois, 1992; Kern, 1995).

Bardy was doubtful whether pairing of the two schools could succeed because the ages and backgrounds of the students were so different.

An electronic network activity must have a solid structural design to be successful. The director of the activity must clearly define the roles and responsibilities of the participants: who is participating, the purpose of the group task, and who will have access to the information exchanged. The student will need an incentive, a required assignment to encourage regular use of the network (Golden et al., 1992).

Stapleton, Levin, and Waugh (1992) describe two types of factors of structured network activities—simple and complex—that lead to successful educational telecommunications activities. The simple activities required few responses and tasks from the participants, such as responding to a prompt, or questionnaire. The complex structured activities were those that required a longer period of time to complete and involved a particular project or goal.

A computer network is useful to foreign language educators for more than an improvement of language skills. Students using a WAN are able to connect with people around the world and to have access to doorways to other cultures. Damarin (1990) asks us to rethink educational technology to emphasize the "interconnectedness of learning and lived experience, and nurturance of the learner as a real live gendered individual person..." (p. 183).

Damarin would clearly applaud the communication exchange over a computer network between a middle school in Minneapolis, Minnesota and an elementary school in Brest, France that resulted in an exploration of two distinct cultures.

Description of a Computer-Mediated Communications Project

Mireille Bardy, a junior high French teacher from Breck School in Minneapolis, Minnesota, and Michel Malgorn, who taught the *cours moyen* (equivalent to fourth and fifth grades) at Paul Dukas School, Brest, France, directed their students in a two-year e-mail exchange that resulted in the production of a student-written bilingual, multicultural play. The data used to describe the project includes 396 e-mail messages exchanged between teachers and students, captured text from two teleconferences,[1] documents prepared by Bardy for her school, and personal contact with Bardy by the author. (Note: E-mail messages presented in this account were translated from French by the author unless indicated otherwise.)

Getting Started

The e-mail exchange between 23 seventh grade students from Breck School and 22 *cours moyen* students from Paul Dukas School began in October 1991. Both schools used the French Minitel service EDUTEL.[2] The schools were paired through the French Consulate's office in San Francisco. In the beginning, Bardy was doubtful whether pairing of the two schools could succeed because the ages and backgrounds of the students were so different. Most of the Minneapolis students, 12 and 13 years old, came from middle and upper income backgrounds, while the students from Brest, 9 through 11 years old, were primarily from lower income immigrant families. Bardy, described the Brest school in a memo to her administration:

> [About half] of Paul Dukas students are of "Maghrebine" extraction, which is Arabic from the former

> French colonies in North Africa, Morocco, Algeria and Tunisia. Parents, when they are employed, do blue collar types of jobs. As in many such places in the world, there is a lot of unemployment. The other students are French, some Portuguese. Beyond race and cultural background, the common heritage of the children at Keredern (a low-income neighborhood in Brest) seems to be poverty. However, there is a way out when there is support from families, because of the school and the social services. The experience of some of these children could be compared to the experience of Hmong children in the Twin Cities, or Asian refugees who do succeed when given chances. Unfortunately, not all children receive support from their families who have their share of socioeconomic difficulties. A lot of the children at Paul Dukas come from "social cases" families where alcoholism, drugs, and abuse are rampant. (1992, p.2)

Although there were differences in the children's ages and backgrounds, Bardy and Malgorn decided to proceed with the communication exchange because of their strong desire to offer their students an opportunity to write regularly to a foreign school. During their two-year correspondence, the schools exchanged e-mail messages almost daily and participated in five teleconferences.[3] Teachers and students supplemented on-line activities with faxed messages, mailed letters, documents, and videotapes.

Year One

Messages exchanged by Bardy and Malgorn were the major source for the description of the first year of the exchange. Most of their initial messages discussed the cost of maintaining the exchange. Bardy was required to find funding for using the Minitel service (approximately $15/hr). Malgorn's Minitel use was funded by the French government. Both teachers expressed their students' excitement as they began to learn about each other. Student lifestyles slowly unfolded as the children described their daily activities to their keypals.[4] When Breck students explained what they did for Halloween, Paul Dukas students replied with this description of *La Toussaint*, All Saints Day:

> We don't celebrate Halloween. But for "La Toussaint" we go to the cemetery to put flowers on the family tombs. It is really a sad holiday in Bretagne. (Paul Dukas students, October 22, 1991)

During the beginning of the first year, Bardy and Malgorn explored directions for the exchange between their students. Bardy wrote to Malgorn:

> I had long, sometimes magical, sometimes deceiving, sometimes exciting discussions with my seventh graders about the exchange and where they would like it to go. They spoke about culture(s), how to get to know each other, what they had to offer, what they wanted to receive. Here are some of the conclusions: There is definitely a group of boys who are interested in sports and who would like to talk sports with your students. All of them would like to know each other more thoroughly. They are beginning to guess that France is not only castles, berets, and croissants and they have a lot of stereotypes.

During their two-year correspondence, the schools exchanged e-mail messages almost daily and participated in five teleconferences.

. . . the content of messages from both sides of the Atlantic were indistinguishable from each other, except for the students' names.

> They have hardly begun to guess that the U.S. is not the only country to have more than one culture. They don't yet realize that some of your students are not baguettes and croissants. . . . (Bardy, November 11, 1991)

The teachers typed students' messages, as written, to reduce time spent on-line. Messages were short and simple in the beginning, and most, from both schools, were in French. Students identified themselves, giving their ages and interests. It is interesting to note that the content of messages from both sides of the Atlantic were indistinguishable from each other, except for the students' names. Girls tended to write about friends, family, pets, school subjects, sports, and activities. The boys wrote about sports, cars, foods, family, and pets. Although students were from different cultural and economic backgrounds, they were all interested in rock music and video games. They were also curious about life, weather, and activities in the other city. For example, Brest students wanted to hear everything about the northern wilderness winter. Malgorn wrote to Bardy following a description of a Minneapolis winter:

> It is really true that you excite our jealousy with your enticing descriptions of Minnesota in winter. If that continues we will all arrive there with our skis and cameras. But . . .wait for the month of May and we will take you on picnics on our beaches. (Malgorn, November 25, 1991)

After Breck students received a much awaited package from Brest containing student pictures and letters, Bardy wrote to Malgorn:

> We must not forget that the kids are kids before being a certain nationality. It is heart warming to see that. (Bardy, December 10, 1991)

When Brest students learned that Minneapolis students had watched their video,[5] Malgorn wrote to Bardy:

> We are waiting. We are waiting to see your faces on the screen. When they knew that they were watched by you and that their video pleased you, you should have seen their eyes. This is extraordinary. (Malgorn, January 8, 1992)

By the end of January, 1992, a plan was beginning to crystallize into a project that would involve and reflect students from both schools. Bardy described her vision of the project in an e-mail message to Malgorn:

> Now is the time to dream and to follow the dreams. . . . After the initial hello/how are you/good-bye messages, the students. . . have gotten involved in an exchange about their own cultures and a reflection on what culture means. They discovered that both of their classes do not represent really one given culture but more some kind of a "salad bowl"—in the words of Michel—where each culture contributes to the life of the whole, where each individual reflects on her/his own cultural background and shares it with others who do not know it. The children, quite spontaneously, and with almost no given direction from the teachers, have genuinely discovered their own vast cultural wealth and are

> enthusiastic about learning from each other. As many cultures are represented in each class, this experience could become a microcosm of a more global experience. It is especially exciting as it is inspired, run, and directed by the children themselves. (Bardy, February 2, 1992, message originally in English)

On March 6, 1992, the students participated in their first teleconference. The teleconference required the schools to chose a date and hour when they could be on-line at the same time. During the teleconference, participants were able to see all questions, answers, and comments written on the screen the moment they were submitted. The following are some of the questions Paul Dukas students asked the Breck students to prepare responses to before their teleconference:

> What do you like best, Adidas? Reebok?
> Do you have school festivals?
> Do you have foreign neighborhoods in your city?
> Do you have Mardi-Gras?
> Guess who has the bad ear in CM (*cours moyen*)?
> Do you have fights?
> Over what?
> Do you have fun games at schools?
> Do you have animals at school?
> Is the ice castle melted?
> Do you have accidents during the snow?
> What is Mrs. Bardy like? (Paul Dukas students, May 5, 1992)

In addition to exchanging questions and answers, the idea of preparing a bilingual play, to be written cooperatively by the students of Minneapolis and Brest, began to evolve. The plans for the project were discussed on-line during the second half of the first year. Details of the project were finalized that summer when both teachers were able to meet for the first time at a conference in Strasbourg, France, where they presented a report on their exchange.

Year Two

The teachers planned that the bilingual play would be jointly written by their students using e-mail, letters, and videos. The central theme of the play was the experiences of a French immigrant who moved from France to Minnesota. The students in Brest wrote and produced the portion that took place in France, while the students in Minneapolis were responsible for the portion that took place in Canada and the U.S. Each portion was partially written in French and partially in English.

Bardy described the play in a communication to her school administration to obtain financial support:

> The play, as a work of art, will be a medium used to give a voice to children in both schools. A voice to express what they have shared together about their own culture, and the discovery and sharing of each other's cultures, through their Minitel correspondence. Both groups contain members who have experienced uprooting, change of cultures, growing up in conflicting cultures, confused feelings about country/culture of origin, and country/culture they live in. Both groups are made of children from very diversified backgrounds. The children have initiated this sharing practically on their own, without a specific direction given by the teachers. Their genuine exchanges have left

Their genuine exchanges have left their teachers with feelings of [awe] and excitement and the strong desire to give them a voice.

> their teachers with feelings of [awe] and excitement and the strong desire to give them a voice. (Bardy, 1993, p. 1)

Brest students described to Minneapolis students how they believed the plot should be designed:

> Hello. How are you in Minneapolis? Here is our outline of the play:
> Hervé Quemeneur and Françoise Joseph are married.
> Their life.
> Their meeting.
> Their child, François.
> François is poor. He goes to Brest and takes the boat. He crosses the Atlantic.
> He arrives at Quebec.
> Life in Canada, that's the part you play.
> Afterwards, we will do something about everyone's life. Is that okay?
> On Saturday we are going to learn how to play baseball. That's neat. (Paul Dukas students, November 18, 1992)

Several scenes in the play reflected the students' own lives.

According to Bardy (personal communication, December 1994), François Quémeneur, son of Hervé and Françoise, actually did emigrate from Brittany to Canada between 1665 and 1700. However, that is where reality ended and creativity began. Several scenes in the play reflected the students' own lives. A scene where François was required to pass customs, for example, was based on the experiences of Maghrebine families entering France.

Bardy's students wrote their part of the play in cooperative groups. Also used in the process were peer editing, individual journaling, and the reading of texts such as diaries and poetry. To avoid copyright issues, the music for the play was written by the students, with the support of musically competent adults, or it came from the French or U.S. public domain (Bardy, 1993). Bardy's students decided to present their part of the play as a video. It was filmed at Murphy's Landing, a historical Minneapolis site. The video included student-written lyrics and choreography. The video, lasting 12 minutes, required 40 to 50 hours of editing (Bardy, 1996).

In order to complete the project, Bardy (personal communication, December, 1994) integrated the project into her regular curriculum. The writing of the play and the research and collaboration with the Paul Dukas students replaced or complemented students' reading, writing, and cultural activities. Some of the play was rehearsed as an in-class activity. Other aspects of the project replaced participation in the French Contest, in which students would normally have participated. Each school was responsible for providing costumes and props for their portion of the play.

The grand finale of the computer-mediated exchange came when the two groups of students actually got to meet each other. Malgorn contacted local, regional, and national government agencies to raise money to finance his students' and six chaperones' travel expenses to Minnesota. Once in Minneapolis, they stayed with families of Breck students. The following message sent April 6, 1993 from Breck to Paul Dukas expresses the excitement of the upcoming meeting between the two groups of students:

> We
> are
> definitely
> waiting
> for
> You You You You You You

> Youpee Youpee Youpee Youpee Youpee. (Breck students, April 6, 1993, message sent in English)

The students' visit lasted 14 days. During that time they visited Breck school and rehearsed their play. The play was presented at Breck School, Minneapolis, Minnesota, on April 15, 1993, to an audience of 150 adults and students. According to Bardy (personal communication, April 1996), the students' visit was a wonderful educational, cultural, and emotional experience. Afterwards, at the airport, there were many tears as the French students departed. After his visit to Minnesota, a Paul Dukas student wrote to his friends at Breck School during their last teleconference.

> Good bye.
> You offered us a super
> adventure
> that we will never forget.
> Send us a photo of the group.
> We will remember you even when
> we are 80 years old. (Teleconference, May 28, 1993)

For a variety of reasons, the students did not remain in regular, organized e-mail contact with each other after the exchange. Yet, in the summer of 1996, three years later, six Minnesota students who participated in the project traveled for the first time to France. They spent a week in Brest where they became reacquainted with some of the students formerly from Paul Dukas School (Bardy, 1996).

Discussion and Conclusions

The electronic exchange between Breck and Paul Dukas schools can be described as a very effective networking activity. Bardy and Malgorn found that student written language production improved as students participated in the e-mail exchange. The e-mail messages showed an increased use of the target language from the beginning of the activity to the end by both schools. The students' messages also were longer at the end of the exchange. Bardy (personal communication, December 1994) remarked that the quality of the children's writing increased dramatically during the two years. Malgorn wrote in an e-mail message at the beginning of the exchange that his students, who usually wrote very little, showed a much stronger interest in writing to their electronic pen pals. Bardy and Malgorn's informal findings support those of previous studies (Golden et al., 1992; Riel, 1991-92; Moore, 1991; Cononelos & Oliva, 1993).

When Breck and Paul Dukas schools began the e-mail exchange, neither teacher had a definite plan as to how it would proceed. Bardy and Malgorn were both new to using a computer network with their students. Exchanges began around small activities like student introductions and questions about the other school's city. The schools also exchanged traditional letters and student videos. According to Bardy (personal communication, December 1994), the exchange became an integral part of each day's class, with discussions on what the Paul Dukas students would be doing and what they might think about what was being taught.

. . .the quality of the children's writing increased dramatically during the two years.

The final joint project, the production of the bilingual play written and presented by the students from both schools, was a very successful aspect of the exchange. The play fits the description by Stapleton et al. (1992) of a complex structured activity. This particular activity, however, was more than a motivator for students to correspond. It provided students with a vehicle to share themselves, their cultures, and their similarities and differences.

The exchange between Bardy and Malgorn's students and the creation and production of their bilingual play is an excellent example of a project that meets the five foreign language goals of the Standards for Foreign Language Learning: communication, cultures, connections, comparisons, and communities (National Standards, 1996). Breck and Paul Dukas students communicated with students from another culture to produce and present a play that reflected themselves and their way of life (Goal 1, Standards 1.1, 1.2, 1.3). The bilingual play, entirely written by the students, reflected cultures of the United States and France, and also the individual cultures of the students involved (Goal 2, Standards 2.1, 2.2, Goal 4, Standards 4.1, 4.2). The production of the play required students from both schools to work together to integrate costumes, music, and stage settings (Goal 3, Standards 3.1, 3.2, Goal 5, Standard 5.1).

In conclusion, it should be stressed that Bardy and Malgorn were not passive facilitators. Bardy and Malgorn spent an extraordinary amount of personal time and energy from their first debate about whether to begin an exchange between students of such diverse backgrounds to the final production of the bilingual, multicultural play. They created an international classroom that encouraged student communication in the target language. They nurtured in their students an appreciation of differences and similarities in children from other cultures.

It was the power of computer-mediated communication and the energy and imagination of two remarkable educators that allowed Breck and Paul Dukas students to bridge geographical and social differences.

Notes

[1] Teleconference: a text exchange where two or more parties are on-line at the same time. Sending and receiving messages is instantaneous, and all parties are able to read messages sent and received on one screen.

[2] The term "Minitel" originated as the name of a computer terminal used to access French data services. Minitel now represents the services in videotext format that are accessed. This form of telecommunications requires a computer, a modem, and telecommunications software or a Minitel terminal. The user has access to on-screen information provided by a variety of services. Because of its graphic interface, it is very easy to use. EDUTEL is a French videotext service operated by the French government for educational purposes.

[3] For a teleconference both schools were on-line at the same time, usually at 7:30 a.m. for Minneapolis students and 2:30 p.m. for Paul Dukas students.

[4] Keypals are pen pals over a computer network.

[5] Breck school had the video equipment to translate to and from the French standard.

References

Bardy, M. (1992). *Brest-Breck project: From dream to reality.* Unpublished manuscript.

Bardy, M. (1993). *A musical written by students from both Breck and Paul Dukas.* Unpublished manuscript.

Beauvois, M. H. (1992). Assisted classroom discussion in the foreign language classroom: Conversation in slow motion. *Foreign Language Annals*, *25* (5), 455-64 .

Cononelos, T., & Oliva, M. (1993). Using computer networks to enhance foreign language/culture education. *Foreign Language Annals*, *26* (4), 527-534.

Damarin, S.K. (1990). Unthinking educational technology. In *Proceedings of selected paper presentations at the convention of the association for educational communications and technology*. (ERIC Document Reproduction Service No. ED 323 925)

Golden, P., Beauclair, R. & Sussman, L. (1992). Factors affecting electronic mail use. *Computers in Human Behavior*, *8*, 297-311.

Kern, Richard G. (1995). Restructuring classroom interaction with networked computers: Effects on quantity and characteristics of language production. *Modern Language Journal*, *79* (4), 457-476.

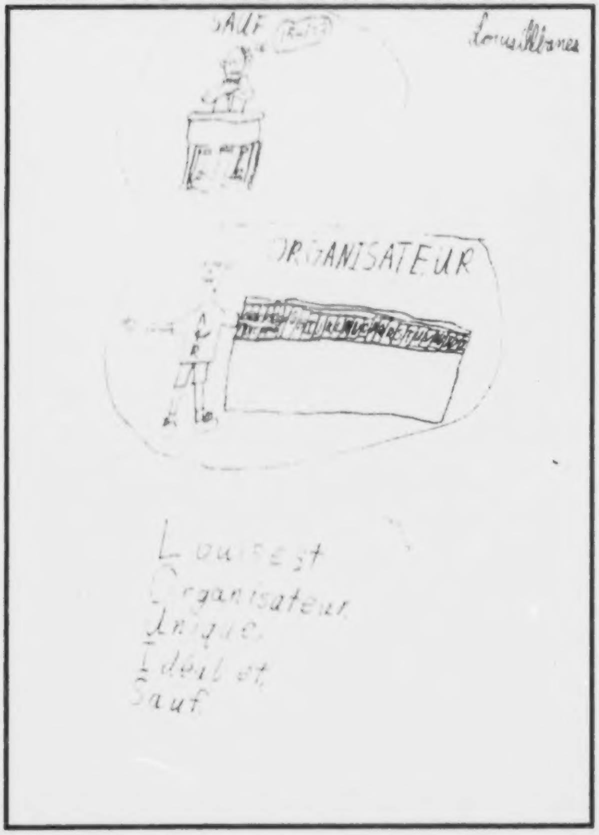
Moore, M. A. (1991). Electronic dialoguing: An avenue to literacy. *The Reading Teacher*, *45* (4), 280-286.

National Standards in Foreign Language Education Project. (1996). *Standards for foreign language learning: Preparing for the 21st century*. Lawrence, KS: Allen Press.

Riel, M. (1991-92). Approaching the study of networks. *The Computing Teacher*, Dec/Jan: 5 -7, 52.

Stapleton, C. E. , Levin, J. A., & Waugh M. L. (1992). Organization of successful teacher education activities on electronic networks. *Technology and Teacher Education Annual*, 550-555.

Children's Classroom Creations



Louis Albanese
Grade 3
Fairfield Country Day School
Fairfield, CT
Gretchen Patterson, French Teacher

BEST COPY AVAILABLE

Activities for Your Classroom

¡Eh! ¡Boogy, Boogy!

An Action Song From Spain

Kathy Olson-Studler
St. Paul Academy and Summit School
St. Paul, Minnesota

Objective:
Students respond physically to oral commands as they sing the action song, *!Eh! ! Boogy, Boogy!* to the tune of the Hokey Pokey (as learned from Silvia Lopez of Barcelona, Spain).

Materials:

- an overhead transparency or a handout with the words of the song in Spanish
- a visual of the body with the body parts numbered in the order in which they are used in the song
- an audio or videotape for which you ask native speakers to sing and move to the song (optional)

Song:

¡Eh! ¡Boogy, Boogy!
¡Eh! ¡Boogy, Boogy! ¡Eh!
¡Eh! ¡Boogy, Boogy! ¡Eh!
Con el brazo izquierdo adentro
(With the left arm in)
Con el brazo izquierdo afuera
(With the left arm out)
Con el brazo izquierdo adentro
(With the left arm in)
Y lo hacemos rodar.
(And we turn it around.)
Bailamos Boogy, Boogy.
(We dance the Boogy, Boogy.)
Media vuelta ya. (Turn around now.)
Volvemos a empezar.
(We return to the beginning.)

Substitute the following expressions one by one for the underlined phrase in the song:

con el brazo izquierdo/derecho
(with the left/right arm)
con el pie izquierdo/derecho
(with the left/right foot)
con la pierna izquierda/derecha
(with the left/right leg)
con la mano izquierda/derecha
(with the left/right hand)
con la cabeza (with the head)
con los ojos (with the eyes)
con la espalda (with the back)
con el trasero (with the backside)

Procedure:
Have students stand in a circle. Sing or play the tape and demonstrate the actions; have students imitate the actions. Reinforce the new vocabulary by showing a visual of the body with the body parts numbered in the order in which they are used in the song, or show students the words on an overhead transparency or handout. Students listen, perform actions, and finally sing along. Next, isolate actions, such as, *con la mano adentro* or *media vuelta ya* in order to reinforce new vocabulary.

Comprehension Checks:

- Cover up key words on the overhead transparency and ask students to provide the target language word.

- Create a pocket chart with sentence strips and turn over one in the series or mix up the order and have students produce the text of the song in the correct sequence.

Cultural Integration:
Introduce idiomatic expressions which incorporate a body part (see below). Have students create a visual to illustrate an expression. The visuals may later be used in guessing games or can be displayed on an attractive bulletin board about Hispanic cultures.

1. *Tiene más cara que espalda.*
2. *Entré con el pie derecho.*
3. *¡Estoy hasta las narices!*
4. *¡Qué cabeza más dura!*
5. *No tener pelos en la lengua.*
6. *Me costó un ojo de la cara.*
7. *Estás tomando el pelo.*

Teach these proverbs or sayings:

En boca cerrada no entran moscas.

Más vale pájaro en mano que cien volando.

Teach the expression and gesture:

¡Ojo! (if said while pointing to the eye means "careful!")

Assessment:

1. Do students place the appropriate body part in the circle while performing the action song?
2. Can students indicate the appropriate body part when playing "Simon Says"?
3. Can students match the spoken or written word with a visual of a body part?

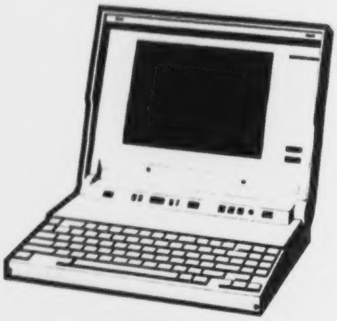
Florida NNELL News

Congratulations to Sue Bizerra (NNELL Florida State Representative) and Carine Feyten (NNELL Southern Regional Representative) who have put together a wonderful two-page newsletter "Florida NNELL News."

The newsletter includes the NNELL goals, provides information on what Florida NNELL will be doing this year, and includes some useful facts written by Mary Lynn Redmond on how to become an informed advocate for elementary school foreign language.

Plans are to publish this mini-newsletter three times a year.

If you are interested in receiving a copy, write to Sue Bizerra, 3410 Flamingo Lane, Mulberry, FL 33860.



Immersion List On the Web

The list of total and partial immersion language programs in the U.S., which is compiled every two years by the Center for Applied Linguistics (CAL), is now available on the World Wide Web.

The address is: http://www.cal.org/cal/db/immerse/isummary.htm

Legends of Mexico:
A New Publication for Elementary Teachers

The goal was not only to direct the story to the appropriate age level, but also to learn how to tell a good story.

The Legends of Mexico Program at the University of Cincinnati is offering a 240-page manual containing 26 legends and accompanying activities for teaching language and culture to learners of Spanish. The units are designed for children and adolescents grades K-8, but are easily adaptable for older learners as well.

The Legends of Mexico program is a two-year institute funded by the National Endowment for the Humanities (NEH) and the University of Cincinnati, with additional support from the American Association of Teachers of Spanish and Portuguese, and the Central States Conference. The project directors are Susan Bacon at the University of Cincinnati and Nancy Humbach at Miami University (Ohio).

In the summer of 1995, 25 teachers of Spanish, grades K-8 from Ohio, Indiana, and Kentucky participated in the five-week summer institute on Mexican legends. Participants spent one week working with Mary Ann Brewer (bilingual storyteller), Mari Haas (expert in children's literature), and the co-directors to learn ways to make Mexican legends comprehensible to children. The goal was not only to direct the story to the appropriate age level, but also to learn how to tell a good story.

The following four weeks were spent in Puebla, Mexico with Bacon, Humbach, and professors Aitor Bikandi-Mejias (Spanish language), and Francisco Jimenez (scholar of Mexican civilization and writer of stories in Spanish for children). They focused on how the legends were expressed orally and in written form, how they reflected Mexican history and civilization, and how they could be used as a vehicle for teaching language, culture, and content.

Each participant chose a legend, provided its socio-historical context, and prepared supporting activities and materials to teach content (such as mathematics, social studies, music, language arts) through the legend. All of the units include a web, pre-teaching, comprehension, and extension activities.

The units have been bound into a 240-page manual which the Educational Resources Information Center (ERIC) will include in its national data base. In addition, copies of the manual are being offered free of charge (including postage) to the first 100 teachers who request them. Additional copies will be made available at cost ($15.00).

Please submit requests for a copy of the units in writing (letter, fax, or e-mail). Include the following information: your name, school, subject and grades taught, telephone, and mailing address.

Send requests to: Susan M. Bacon, NEH/UC Legends of Mexico, Department of Romance Languages & Literatures, University of Cincinnati; PO Box 210377, Cincinnati, OH 45221-0377; Fax: 513-556-2577; E-mail: susan.bacon@uc.edu

Student Reasons for Studying Language:

Implications for Program Planning and Development

Refereed Article

John Watzke
Division of Curriculum and Instruction
University of Iowa
Iowa City, Iowa

Donna Grundstad
Foreign Language Curriculum Coordinator
Iowa City Community School District
Iowa City, Iowa

Recent initiatives for restructuring the study of foreign languages in schools have called for earlier and longer sequences of learning within the framework of a K-12 education (National Standards, 1996). In the 1995 volume of the ACTFL Foreign Language Education Series, Rosenbusch (1995) lists a number of national organizations and commissions that have articulated such recommendations. These groups include, among others, the National Commission on Excellence in Education, the National Association of Elementary School Principals, the National Governors' Association, the Joint National Committee for Languages, and the House/Senate International Education Study Group. This restructuring will call for innovative policy and planning decisions as school districts attempt to incorporate past or additional language offerings into newer sequences of instruction.

Currently, the majority of American public school students begin a sequence of formal study of a foreign language at the ninth grade level when they experience transition between schools (from junior high schools or middle schools to the high school) (Lambert, 1994). When these students are offered a choice of several foreign languages, many factors contribute to their final decision to elect to study one language over another. Knowledge gained about the reasons for these choices will inform school districts striving to increase sequence length, introduce new languages into the school system, and increase enrollment parity among languages offered.

This article will discuss findings from a study of students' choices of foreign language across four school districts differing in their approaches to pre-high school foreign language instruction. First, a review of related literature provides a background for this study and frames the main issues to be addressed. Second, a description of the study provides relevant information on the school districts, the subjects, and the instrument utilized to address these issues. Finally, the results of the study are presented as well as a discussion of the implications for foreign language program development and continued related research.

Why Students Choose to Study Foreign Languages: Background of the Study

Recent research provides potentially conflicting implications for

> *. . . if we are to promote the study of a variety of foreign languages early in the academic sequence, then we must have the ability to identify and address deterrents which may impede or limit student choice.*

foreign language program development. Students indicate that the study of a foreign language is commonly viewed as a means for fulfilling academic requirements. Secondary school students have consistently cited the need to satisfy future college requirements while still in high school or imposed high school requirements across studies (Reinert, 1970; Love, 1988; Speiller, 1988; Ramage, 1990; Minert, 1991 and 1992; Watzke, 1993). To a lesser degree than requirements, Minert (1991 and 1992), Speiller (1988), and Ramage (1990) found that students also cited their personal desire to learn to speak a foreign language well to communicate with people in a target language as a reason for study of this subject.

Underlying the motivation for foreign language study as a subject are students' rationale for the choice of one language over another. Students have cited an interest in the culture of the language when asked to identify reasons for specifically studying French and Spanish (Ramage, 1990), German (Minert, 1992), and Japanese (Jorden and Lambert, 1991). Additional motivators influencing choice of a specific foreign language have included the desire to travel to the target culture, future job or career goals, advice from parents or siblings, and the relative ease associated with learning specific languages (Minert, 1992; Ramage, 1990; Speiller, 1988; Watzke, 1993).

In order to inform program development, researchers have also investigated why students avoid or discontinue language study. Studies of student avoidance and attrition have indicated that students' perception of the difficulty of a particular language may influence their choice and decision to continue language study (Pederson, 1993; Ramage, 1990; Watzke, 1993). In contrast, some students find an appealing challenge in the perceived difficulty of the foreign language and the uniqueness of the culture and elect to study it for these reasons (Jorden and Lambert, 1994; Watzke, 1993).

Purpose of this Study

The origins of these conflicting attitudes may be a matter of concern to school districts attempting to increase enrollments for all languages offered and to present the study of each language as an accessible choice of study for learners of all ability levels. Most importantly, if we are to promote the study of a variety of foreign languages early in the academic sequence, then we must have the ability to identify and address deterrents which may impede or limit student choice.

This study was designed to identify reasons for student choice in foreign language study at the eighth to ninth grade level of transition and to discuss issues relevant to K-12 policy and planning decisions. The authors were interested in collecting student responses to survey items after eighth graders had completed the registration process for their first year of high school study for the following year.

More specifically, the question explored in this study was: what reasons do students give for choosing to study a foreign language?

Methodology

Selected School Districts

Four Iowa school districts were identified for this study. Each district provides instruction in a less-commonly-taught language that was added to an established foreign language program. The school districts represent a broad range of pre-high school foreign language course offerings and provide a unique setting for the illumination and discussion of potential issues in program development. A summary of the foreign language program sequence for each school district is included here.

The program sequences ranged from no instruction of foreign languages before ninth grade, to sequential instruction of select languages beginning in elementary or middle school, with the opportunity to continue the study of these languages, and an additional language, at the high school level. Table 1 provides an overview of the foreign language program sequences in each of the four school districts.

School District One (SD1) does not offer foreign language study at the pre-high school level. The high school offers an elective foreign language program with course levels I through IV available in each of four languages: French, German, Russian, Spanish. The school district has one high school (1,300 students) and two middle schools (combined enrollment: 1,221 students, grades 6, 7, and 8).

School District Two (SD2) has a required exploratory foreign language program for all eighth grade students which provides four weeks of instruction in each of three languages: French, Japanese, Spanish. These same languages are taught as electives at the high school, with course levels I through IV available in each language. This school district is the smallest one included in the study with one high school (950 students) and one junior high school (500 students, grades 7 and 8).

School District Three (SD3) has a three-year required elementary school foreign language program in which all students in grades four, five, and six receive one year of instruction in each of three languages: French, German, Spanish. Elective, sequential foreign language study in those three languages begins in the junior high, with the seventh and eighth grade program corresponding to the first year of high school study. An additional four years of study (Levels II through V) are offered at the high school. An elective program in Japanese is also provided, beginning with a one-trimester exploratory course for eighth-graders and Level I through IV courses at the high school. Thus, students may enter a formal sequence of study in French, German or Spanish in seventh grade but cannot enter the formal sequence of Japanese until ninth grade. It is the largest school district included in the study with two high schools (2,500 combined enrollment) and two junior high schools (1,550 combined enrollment, grades 7 and 8).

School District Four (SD4) has a required exploratory foreign language program for seventh grade students. These students receive four weeks of instruction in each of four languages: French, German, Latin, Spanish. The eighth grade students may elect to take a one-year course in one of three languages: French, German, Spanish. The eighth grade foreign language course corresponds to one year of high school study. Those three languages continue with four additional years of study (Levels II through V) available at the high school. Four years of study of Japanese and Latin (Levels I through IV) are also available at the high school. Japanese is not included in the junior high exploratory or sequential foreign language programs. The district has one high school (1,500 students) and one middle school (1,131 students, grades 6, 7 and 8).

The [selected] school districts . . . provide a unique setting for the illumination and discussion of potential issues in program development.

Subjects

The subjects chosen for this study were all eighth grade students. They

> *The researchers were particularly interested in examining responses from schools with a variety of foreign language sequences and requirements.*

ranged in age from 13 to 15 years of age. Students in each of the four school districts completed surveys during the final weeks of the 1993-1994 school year after they had finished registration for ninth grade at the high school level for the following year. The surveys were completed during their language arts classes. In total, 1,716 survey instruments were distributed across the four districts. (See Table 2.)

The Survey Instrument

Because this study's primary purpose was to identify issues for programmatic policy and planning decisions, the survey instrument needed to not only focus on the main reasons for student choices, but also provide a range within these main reasons which moved beyond utilitarian goals to encompass interests and prior exposure.

Response items provided on the survey were selected based on the research literature. They included items addressing the themes of utilitarian reasons, the unique aspects of specific languages, and avoidance and continuance. The integration of these themes provided 11 response items from which students were asked to indicate their top three choices:

- It will be an easy language to learn.
- It would be academically challenging to study this language.
- I am interested in the culture of the country.
- Studying this language will help in a future job or career.
- The following people advised me to study this language: parent(s), counselor(s), friends, brothers or sisters.
- I know someone who speaks this language.
- I have traveled to a country where this language is spoken.
- Future college requirements for foreign language study.
- I heard positive comments about the high school teacher of the language.
- The language is different, unusual, or uncommon.
- I am already studying this language in junior high and I want to continue studying it in high school.
- Other (write in reason) ________.

The students were first asked to indicate whether they were currently studying a foreign language and if they had registered to study a foreign language in ninth grade. Students who responded affirmatively to either question were also asked to indicate which language. Next, students were asked to indicate reasons for choosing this specific language. Based on the findings from previous studies, it was expected that students would indicate "future college requirements" most frequently.

To encourage the students to respond to items beyond this utilitarian reason, the students were asked to indicate their top three reasons for choosing this specific foreign language for study in the following year. In the event that students had not registered for ninth grade foreign language study, they were not required to continue the questionnaire beyond identifying that they had not registered for a foreign language.

The researchers were particularly interested in examining responses from schools with a variety of foreign language sequences and requirements.

Results

Calculation of Response Rates

Each school district was mailed survey instruments according to the number of students enrolled in eighth grade for a total of 1,716 instruments. Of those mailed, 1,327 instruments were returned to the researchers (Table 2). One administrator in each school district was responsible for receiving the questionnaires in the mail, distributing the questionnaires and directions to language arts teachers who would administer them to their students, collecting the completed questionnaires, and returning them by mail to the researchers. No information was received from the district administrators that would provide explanations for differences in response rates.

From the 1,327 surveys that were returned, 308 were eliminated based on two criteria: 1) directions were not followed in the completion of the questionnaire, 2) the questionnaire was partially completed and/or student comments were unrelated to the questions presented on the survey. Overall, 23% of the instruments were eliminated from the total number of instruments returned. The rate of eliminations from individual school districts ranged from 14% in SD1 to 28% in SD3. No information was provided from the school districts that would explain these differences in rates of elimination.

The total number of usable surveys returned was 1,019, representing a response rate of 59%. Of these surveys, 765 students indicated that they had enrolled in the study of a foreign language for the ninth grade. Responses from these 765 students provided data for the development of response rates for each item on the instrument.

Calculation of Item Response Rates

Individual relative frequency percentages for each response item were calculated based on the sum of responses for each item and the total responses cited by all students in each school district who were registered to study foreign language in ninth grade. The development of these percentages was consistent with Minert's 1991 study in which students from across the country were presented with a list of responses and asked to check each item which applied. This current study differs from Minert's study in that students were asked to indicate their three most important reasons for choosing to study a foreign language.

Students were asked to select 3 items, resulting in a potential total of 2,295 responses. However, some students did not select all three items. The actual number of responses received was 2,258. The relative frequency percentage of each item is based on this total.

Reasons for Language Selection

Tables 3 and 4 provide a detail of the number of subjects (N) and the total number of responses tallied (R) for each school district. The relative frequency percentage for each item on the instrument is broken down by school district and as a total of all school districts.

In SD1, which has no foreign language offering before 9th grade, help in a future job or career (17.8%) and future college requirements (16.2%) were most frequently selected as reasons for studying the language.

In SD2, where all students are required to take an exploratory language course which includes all of the languages offered in the high school, students most frequently selected future college requirements (19.7 %) and help in a future job or career (15.1%). Advice from others

(15.7%), with parents (32.8%) cited as the primary advice givers, also characterized students' responses from this school district. Already studying the language was selected in 9.8% of the responses.

SD3 has a required elementary exploratory program in three of the four languages offered in the district, and offers seventh grade students the opportunity to begin sequential study in three of the four languages. Students in SD3 most frequently selected future college requirements (23.7%) and the fact that they were already studying the foreign language (14.8%). The response that study of the language would help in a future job or career was selected at a rate of 13.4%.

SD4 has a required exploratory course for 7th grade students that includes four of the five languages available at the high school and an option for eighth grade students to begin sequential study in three of the five languages. Students in this district most frequently selected future college requirements (24.6%) and already studying the foreign language (22.8%) as reasons for choosing to study a foreign language. Help in a future job or career was selected in 16.1% of the responses.

When the responses of each of the four school districts are pooled, the total response rates indicate future college requirements (21.7%) as an important reason for studying a foreign language. Future career requirements (15.3%) was also frequently selected. Already studying the language was chosen at a frequency of 12.5% and advice from others at 10.5%.

Reasons Selected by Students Previously Enrolled and Not Previously Enrolled

The responses of students in SD3 and SD4, who did and did not enroll in sequential study at the eighth grade level when provided the opportunity, are presented in Table 4.

In SD3, students may begin sequential study of three languages in seventh grade or wait until ninth grade when all four of the district's languages are offered. The most frequent responses from those who were already studying were: already studying the language and wish to continue (24.9%) and future college requirements (22.7%). Less frequent responses included advice from others (7.2%) and that the language would be easy to learn (4.2%). Students who had chosen to begin sequential foreign language study in ninth grade selected future college requirements (25.4%) as an important reason for their choice. Help in a future job or career and advice from others were selected at a rate of 13.5%, and easy to learn at 11.2%.

In SD4, students may choose from three languages to begin sequential study in eighth grade or they may delay entry into the sequence until ninth grade when they can choose from five different languages. Eighth grade students in SD4 who were already studying a foreign language indicated that important reasons for their choice to continue foreign language study in ninth grade were future college requirements (25.1%) and the fact that they were already studying the language (24.0%). Less frequent responses included advice from others (6.5%) and that it was an easy language to learn (7.4%).

Students in SD4 who had chosen to enter the sequence of foreign language study in ninth grade most frequently indicated the following reasons for their choice: help in a future job or career (22.2%), easy language to learn (16.7%), and future college requirements (16.7%). Advice from others was selected at a rate of 8.3%.

Discussion

Implications

As initiatives in foreign language education strive to lengthen language learning sequences and meet the needs of students who live and work in an increasingly global society, many school systems will be faced with a difficult process of program restructuring. This may include adding new foreign language offerings to their curricula, such as less-commonly-taught languages, extending sequences of study, and encouraging enrollment parity among languages offered.

Adding New Foreign Language Offerings and Early Language Study

The results of this study may suggest a bottom-up approach which would introduce the new language at the earliest possible level of instruction, such as the K-8 level. Responses revealed that students who entered a sequence of formal language study in seventh or eighth grade in two of the four school districts, by their own choice, locked into that sequence and were unlikely to select a different language during the transition to high school. In contrast, a top-down approach which introduces the new language only at the high school level would not take advantage of an earlier sequence of study.

The example of changing enrollment patterns of the Japanese programs in SD2 and SD4 provides an illustration of the possible effects of a delayed entry level. As discussed earlier, in SD2 the study of all languages offered in the district, including Japanese, begins with exploratory in grade 8 and Level I in grade 9. In contrast, SD4 offers Level I of French, German and Spanish in eighth grade but does not offer Level I of Japanese until ninth grade. Table 5 compares the enrollment patterns in each school district. The high school Japanese program in SD2 has shown a strong pattern of growth while the enrollment in SD4 has not. While there are many factors that may have influenced these enrollment numbers, it should be pointed out that these school districts are located very close together, both schools use the same curriculum, and they are taught by the same two teachers of Japanese, each spending half the day at each high school. It should also be noted that the total enrollment in the high school in SD2 is 950 students whereas SD4 has 1,500 students, thus it is the smaller school which has the higher Japanese enrollment.

Restructuring Foreign Language Programs and Early Language Study

School districts planning to extend foreign language programs into the junior high/middle school or elementary school levels should consider the consequence this may have on eventual high school enrollments. Beginning a sequence of formal study in one or more but not all of the languages offered at the high school level may affect enrollment parity. Language sequences beginning later will have fewer students from which to draw enrollments. Enrollments patterns in SD3 and SD4 revealed that only eight students in each school district switched or began the study of a second foreign language at the ninth grade level once earlier sequential study had begun.

These same considerations are important for school districts looking to philosophically and structurally reconfigure education at middle grade levels, such as replacing junior high schools with middle schools. If foreign language options are reduced in some languages, enrollment in the high school program may be affected.

The results of this study may suggest a bottom-up approach which would introduce the new language at the earliest possible level of instruction, such as the K-8 level.

School districts may consider modifying which languages are offered prior to the high school level to encourage higher enrollments in under-enrolled languages.

Encouraging Enrollment Parity Through Early Language Study

School districts may want to address enrollment parity among languages offered when specific languages experience increases and decreases in enrollment. School districts may consider modifying which languages are offered prior to the high school level to encourage higher enrollments in under-enrolled languages. This could, in effect, work to reduce the number of students willing to switch to the study of a different language from the junior high or middle school level and reduce the pool of students who begin their language study at the high school level. Thus, overcrowding, which may inhibit the quality of instruction, and/or low enrollments, which may threaten the existence of a particular language, might be approached from a pragmatic view of early language exposure.

An illustration of this type of intervention for the purpose of building enrollment can be seen in the Russian language program's enrollment pattern in SD1, summarized in Table 6. Until the fall of 1994, SD1 did not offer foreign language instruction at the middle school level. Enrollment in Level II Russian had been very stable for a number of years. In 1994-95 the district provided a Level I course in Russian for eighth grade students. Level I courses in the other languages in that district are not offered until ninth grade. The enrollment in Level II Russian in 1995-96 showed an increase that was unprecedented for Russian in the 20-year history of its existence in SD1.

Continued Research on Early Language Study and Student Choice

Two additional issues identified by this study, which may be described as disturbing, will require additional study. First, in SD3 and SD4, where sequential foreign language study was available prior to ninth grade, students who chose to begin the sequence early frequently selected future college requirements as an important reason for their choice. These same students indicated with much lower frequency that an interest in culture was a factor in choosing to begin study. Second, students in each of these same two districts, who delayed entry into sequential language study until ninth grade, responded that they chose a particular language because it was perceived as "easy to learn" more frequently than their classmates who began study prior to ninth grade.

These differences may be due to varied programmatic sequencing. Continued research may reveal additional underlying factors and explanations and provide school districts with information for addressing such trends.

Limitations

There are many factors which affect student choice in foreign language study, as prior research has found. The intention of this study was not to identify causal associations, but rather, to identify issues associated with student choice in foreign languages which will inform the decisions, planning, and policy made by school districts. Conclusions suggesting causality of various forms of early language study and student choice are beyond the scope of this study and require more sophisticated data collection and analysis methods. The survey instrument allowed for the quick collection of a large number of student responses with the additional advantage of providing suggested response items which could be included in future forms of the instrument.

Further, this study underscores the need for individual districts to examine their own foreign language programs and investigate the issues unique to their communities. While students selected for this study represented a group at the same grade level preparing for the transition to the high school level, the four school districts and their communities were not homogenous. It is not clear to what extent each school district's programmatic sequence, school, and local community characteristics affected student choice. It is quite likely that interaction among these elements accounted for variations in students' responses across the four school districts.

Conclusion

The systemic nature of school districts suggests that programmatic changes do not take place in a vacuum, rather, they affect learning, enrollment, and articulation of learning sequences. Outcomes from programmatic changes can be both positive and negative. The ability to foresee these potential outcomes and to include associated issues in the discussion on restructuring language programs is essential, particularly at the local school district level.

The results of this study support previous research citing utilitarian reasons, in particular, the desire to satisfy future college requirements, as the primary influence which motivates students to enter foreign language study at the pre-college level. Students who continue language study from the middle school and junior high school to the high school level will base this decision, in part, on previous experience in the study of this foreign language. An informed comparison of data collected from each of the four school districts in the study further suggests that the structure of pre-high school foreign language programs may have an impact on high school foreign language enrollment patterns. These enrollment trends must be considered in K-12 programmatic planning, for maintenance or intervention in established enrollment patterns, and in addressing enrollment parity across languages.

Reasons for choices given by students who chose to delay foreign language entry until grade nine, even though the opportunity for earlier entry was available, provide additional information that must be considered in foreign language program planning. It is important that these students have an opportunity to receive accurate information about foreign language study, particularly if they are basing much of their decisions on notions of the perceived difficulty of the study of one foreign language over another.

The results of this study may also contribute to continued research on the nature of how and why students make choices in regard to foreign language study. Most significantly, early language learning experiences and their contributions and affect on student choice should be considered in addition to other motivational factors.

Future instruments might address the themes identified in this article more precisely by separating the survey instrument into separate sections, each focusing on a specific theme: why do students choose foreign language as a subject, why do they choose specific languages over others, and why do they continue or discontinue to study these languages at varying levels? The findings from the past and continued study of these questions will provide important information as our profession takes on the task of restructuring language learning sequences.

. . . programmatic changes do not take place in a vacuum, rather, they affect learning, enrollment, and articulation of learning sequences.

References

Jorden, E. & Lambert, R. D. (1991). *Japanese language instruction in the United States: Resources, practice, and investment strategy*. Washington, D.C.: National Foreign Language Center.

Lambert, R. (1994). Some issues in language policy planning for higher education. *The Annals of The American Academy of Political and Social Science. Foreign Language Policy: An Agenda for Change, 532*, 123-137.

Love, J. F. (1988). A study of why foreign language students do not take German in schools where it is offered in Tennessee. *Dissertation Abstracts International, 48* (11), 2798.

Minert, R. P. (1991). The influence of student-identified factors on enrollments in foreign language courses in public high schools in the United States. *Dissertation Abstracts International, 52* (5), 1669.

Minert, R. P. (1992). Factors influencing enrollments in public high school German courses: Results of a national survey. *Unterrichtspraxis, 25* (2), 173-183.

National Standards in Foreign Language Education Project (1996). *Standards for foreign language learning: Preparing for the 21st century*. Lawrence, KS: Allen Press.

Pederson, M. A. (1993). What we can learn from those who avoid us: Why some students do not study foreign language. In W.N. Hatfield (Ed.), *Visions and Realities in Foreign Language Teaching: Where We Are, Where We Are Going* (pp. 2-17). Lincolnwood, IL: National Textbook.

Ramage, K. (1990). Motivational factors and persistence in foreign language study. *Language Learning, 40* (2), 189-219.

Reinert, H. (1970). Student attitudes toward foreign language - no sale! *Modern Language Journal, 58* (5), 107-112.

Rosenbusch, M. H. (1995). Language learners in the elementary school: Investing in the future. In R. Donato & R. Terry (Eds.) *Foreign Language Learning: The Journey of a Lifetime*. Lincolnwood, IL: National Textbook.

Speiller, J. (1988). Factors that influence high school students' decisions to continue or discontinue the study of French and Spanish after levels II, III, and IV. *Foreign Language Annals*, (21) 6, 535-545.

Watzke, J. (1993, Winter). Why don't students study Russian? *ACTR Letter, 20* (2), 1-8. (ERIC Document Reproduction Service No. ED 378 812).

Table 1

Comparison of Foreign Language Program Sequence of Four School Districts

	Levels		
School Districts	**Elementary School**	**Middle/J.H. School**	**High School**
SD1	• None offered	• None offered	• Levels I-IV elective: French, German, Russian, Spanish
SD2	• None offered	• 8th grade required 4 week exploratory: French, Japanese, Spanish	• Levels I-IV elective: French, Japanese, Spanish
SD3	• 4th, 5th, and 6th grade required 1 year rotating exploratory: French, German, Spanish	• Level I (7th to 8th grade) elective: French, German, Spanish • 8th grade elective 1 trimester exploratory: Japanese	• Levels I(II)-V elective: French, German, Spanish • Levels I-IV: Japanese
SD4	• None offered	• 7th grade required 4 week exploratory: French, German, Latin, Spanish • Level I (8th grade) elective: French, German, Spanish	• Levels I(II)-V elective: French, German, Spanish • Levels I-IV elective: Japanese, Latin

Table 2

Response Rates: Students Registered for FL Study (N), Total Responses (R)

	All SD's	**SD 1**	**SD 2**	**SD 3**	**SD 4**
8th Grade Enrollment	1,716	394	240	719	363
Surveys Returned	1,327	312	202	584	229
Surveys Discarded	308	45	49	165	49
Percent Discarded	23%	14%	24%	28%	21%
Surveys Kept	1,019	267	153	419	180
Response Rate (Kept/enrollment)	59%	68%	64%	58%	50%
Students registered for FL study in 9th grade (N)	765	167	103	339	156
Total individual responses tallied (R)	2,258	495	305	992	466

Table 3

Relative Frequency Percentages of Four School Districts*

Reasons	All SD's R=2258 N=765 % of R	SD 1 R=495 N=167 % of R	SD 2 R=305 N=103 % of R	SD 3 R=992 N=339 % of R	SD 4 R=466 N=156 % of R
Future college requirements	21.7	16.2	19.7	23.7	24.6
Help in a future job or career	15.3	17.8	15.1	13.4	16.1
Already studying the language, continue	12.5	0.2	9.8	14.8	22.8
Advice from...	10.5	11.8	15.7	10.0	6.6
(parents)	(42.0)	(32.4)	(32.8)	(51.8)	(47.1)
(brother/sister)	(26.2)	(35.1)	(25.0)	(21.1)	(26.5)
(friends)	(25.9)	(31.1)	(23.4)	(24.6)	(23.5)
(counselors)	(5.9)	(1.4)	(18.8)	(2.6)	(2.9)
Easy language to learn	7.1	6.2	7.9	6.7	8.5
Interested in culture	6.8	8.7	8.5	6.5	4.3
Other	6.6	11.0	5.3	5.7	5.1
Know someone who speaks the language	6.0	11.2	2.0	6.0	3.4
Academically challenging	4.4	5.6	3.6	4.5	3.4
Language is different, unusual, uncommon	3.9	5.8	5.3	3.4	2.6
Have traveled to country where spoken	2.8	1.7	3.0	3.5	2.3
Heard positive comments about teacher	2.5	3.9	4.3	2.0	1.1

*Based on the total of responses from each individual district.

Table 4

Relative Frequency Percentages of Students Previously Enrolled and Not Previously Enrolled in Foreign Language Study Prior to Ninth Grade in Two School Districts

	SD3		SD4	
	Previous R=598 N=206	Not Prev. R=394 N=133	Previous R=430 N=144	Not Prev. R=36 N=12
Reasons	% of R	% of R	% of R	% of R
Future college requirements	22.7	25.4	25.1	16.7
Help in future job or career	12.5	13.5	15.8	22.2
Already studying the language, continue	24.9	—	24.0	—
Advice from...	7.2	13.5	6.5	8.3
(parents)	(53.5)	(54.1)	(46.3)	(50.0)
(brother/sister)	(19.0)	(21.3)	(32.1)	(0.0)
(friends)	(24.1)	(23.0)	(21.4)	(33.3)
(counselors)	(3.5)	(1.6)	(0.0)	(16.7)
Easy language to learn	4.2	11.2	7.4	16.7
Interested in culture	5.6	6.9	4.0	8.3
Other	5.9	6.1	4.9	8.3
Know someone who speaks the language	5.0	8.1	3.5	2.8
Academically challenging	4.7	3.8	3.0	8.3
Language is different, unusual, uncommon	2.3	4.6	2.6	2.8
Traveled to country where spoken	3.2	3.8	2.3	2.8
Heard positive comments about teacher	1.5	2.8	0.9	2.8

Table 5

Adding a Foreign Language: Impact of Unbalanced Entry and Enrollments in Japanese Language Programs

Total enrollments	1990-91	1991-92	1992-93	1993-94
SD2	13	43	78	132
SD4	35	28	30	34

Table 6

Enrollment Intervention: Increase in Enrollment Through Early Entry for Russian Language (SD1)

Enrollment by Level	1991-92	1992-93	1993-94	1994-95	1995-96
Russian I (8th)	—	—	—	40	52
Russian II	12	13	12	8	38

Elementary School Teachers Awarded 1996 NEH Summer Fellowships

Among the 77 foreign language teachers who were awarded National Endowment for the Humanities (NEH) Foreign Language Fellowships were the following 16 elementary school foreign language teachers. This group of fellowship winners is the fifth of a program funded by the NEH with additional assistance from the Geraldine R. Dodge Foundation.

Since the program started in 1986 under the Rockefeller Foundation, 945 foreign language teachers, and their many students, have felt the impact of this program. The profession as a whole has benefited from these fellowships and the teachers who have participated in them have become leaders in their schools and communities.

For more information about the fellowship program or this year's group, contact Naima Gherbi, Program Director, NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Ave., New London, CT 06320.

Because of recent budget cuts proposed by Congress, this is the final group of K-12 foreign language teachers to benefit from the fellowship experience.

Carolyne Albert-Garvey, Herndon Elementary School, 630 Dranesville Rd., Herndon, VA 22070. 703-437-3500. A Day in the Life of a West African Family.

Gregory W. Anderson, Adams Spanish Immersion School, 615 S. Chatsworth Street, Saint Paul, MN 55102. 612-298-1595. Canción Nueva Movement in Chile.

Michelle Haj-Broussard, Church Point Elementary School, 415 E. Lougarre Street, Church Point, LA 70525. 318-684-5722. Cajun/Acadian Folktales for the FLES Classroom.

Danna Hall, Chapel Hill Christian School, 1090 Howe Road, Cuyahoga Falls, OH 44221. 216-896-0852. Children's Arts and Literature.

Lori Langer de Ramirez, Polytechnic Preparatory Country Day School, 9216 Seventh Avenue, Brooklyn, NY 11228-3698. 718-836-9800. The Chibchas and their Oral Tradition.

Maureen McNicholl, Marie Murphy Middle School & Avoca West Elementary School, 2921 Illinois Road, Wilmette, IL 60091. 708-251-3617. Festivals of Provence.

Amit Nelik, Tarbut V'Torah Community Day School, 250 East Baker Street, Costa Mesa, CA 92626. 714-979-1818. Archeology of Jerusalem.

Kathryn Osborn, Fox Hollow French Immersion School, 5055 Mahalo Drive, Eugene, OR 97405. 503-687-3177. Regional Folk Art and Artifacts for the FLES Classroom.

Joyce Pitt, Harrison Elementary School, 212 W. Birch, Enid OK 73701. 405-242-6183. Bolivian Festivals and Music for the FLES Classroom.

Michele Pollard, Academy of the Holy Names, 1065 New Scotland Road, Albany, NY 12208. 518-438-6553. The Guignol Puppet Theater.

Paula Seliga, Bertrand Avenue Elementary, 7021 Bertrand Avenue, Beseda, CA 91335. 818-342-1103. Children's Literature for Grades K-4.

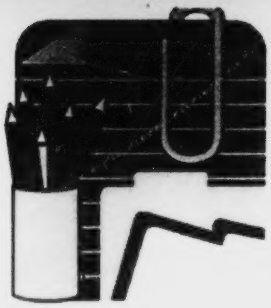
Leann Speta, Buena Vista Alternative Elementary School, 2641 25th Street, San Francisco, CA 94110. 415-695-5875. Costa Rican Games and Songs for the FLES Classroom.

Pablo Valencia, Frank Porter Graham Elementary School, 101 Smith Level Road, Chapel Hill, NC 27516. 919-942-6491. Bolivian Folk Songs for the K-6 Classroom.

Liliano Valle, Buena Vista Elementary School, 2641 25th Street, San Francisco, CA 94110. 415-695-5875. Puerto Rican Children's Literature for FLES.

Phillippe Vinalmont, C.A. Franklin School, 3400 Highland, Kansas City, MO 64109. 816-871-8840. French Culture in Vietnam.

Nobuku Weeks, Hongwanji Mission School, 1728 Pali Highway, Honolulu, HI 96813. 808-532-0522. Folk Art of Tokushima, Japan.



Classroom Resources

Spanish

Hinojosa, T. (1996). *Cada Niño/Every Child.* Cambridge, MA: Rounder Records.

Available from Rounder Mail Order, #1 Camp St., Cambridge, MA 02140; 800-443-4727. Cost is $15 for CD and $9.50 for audio tape (+$3 postage & handling). Please specify Rounder #8023 and whether you want CD or audio tape.

Filled with lovingly rendered songs about life, love, and family, this compact disk (CD) is a wonderful addition to the elementary Spanish classroom. Tish Hinojosa, a popular Tejana folk-singer, has created a charming collection of songs in Spanish and English. A bilingual short story about the origin of each song precedes the lyrics. These stories are a great way to introduce the music and allow the teacher to pre-teach some of the vocabulary to follow.

My fifth-grade students who listened to this CD loved it! They especially enjoyed the melodies and the humor of the songs. They loved the fact that Hinojosa's young son and daughter (ages 7 and 11) played instruments on the album. They also liked the variety of instruments and the inclusion of some lesser-known ones such as cheeks and spoons. They related easily to the content of the lyrics of the songs because they are based on everyday, "real-life" situations and experiences.

The songs are sung in Hinojosa's beautifully clear voice, allowing each and every word to be heard and understood. The artwork that accompanies the lyrics is all child-created and provides a fun visual addition to the songs. The Spanish used in the songs and introductions is simple, yet not childish, all of which adds to the CD's warmth and usefulness in the classroom. This project is endorsed by the National Latino Children's Agenda.

German

Prövestmann, M. (1993). *Nur Mut, kleiner Saurier!* Esslinger im ÖBV, Esslinger: Schreiberverlag.

Augustin, C. (1993). *Alex und Ayse.* Esslinger im ÖBV, Esslinger: Schreiberverlag.

Lukesch, A. (1994). *Bulli Benders Bla-bla-Show!* Esslinger im ÖBV, Esslinger: Schreiberverlag.

All are available from Klett Edition Deutsch, Christiane Fredrickson, 7327 Woodrow Drive, Oakland, CA 94611; Tel. and Fax: 510-339-2721.

Here is a relatively new series of children's books, called *1, 2, 3, - Papagei.* These colorful books, which can be used in both immersion and high school classes, provide great fun for students. Simple texts and colorful illustrations help convey the written meaning.

This series of books comes in three reading levels. Content, length of text, and print are adapted to the students' growing ability in reading and understanding.

Nur Mut, kleiner Saurier! is part of Reading Level I. This reading level consists of four different books. *Nur Mut, kleiner Saurier!* is about a little dinosaur, named "Little Dino" who wants to cross the river to meet his friends and eat luscious ferns. The river is wide and he cannot cross on his own. His quest for help will relate to many students' own experiences.

Alex und Ayse is part of Reading Level II, which also consists of four different books. *Alex und Ayse* is about the friendship that develops between a little German boy and a Turkish girl. This book about prejudice is a great book with a superb message.

Bulli Benders Bla-bla Show! is part of Reading Level III. There are three more books at this same level. *Bulli Benders Bla-bla-Show!* is about Hubert, a boy who lives in a small town. Since he is the only one in town able to receive a TV program showing the latest fashions in the big city, everybody asks Hubert for advice. Suddenly, after a storm, Hubert cannot watch his favorite show any more. You need to read the book to find out how Hubert deals with this blow.

These *1, 2, 3, - Papagei* books deal with modern topics and have very appealing illustrations. Reading Level I books can be enjoyed by all children, especially beginning German learners. Reading Level II books will appeal to a little older students, and Reading Level III books can easily be used in upper German classes.

French

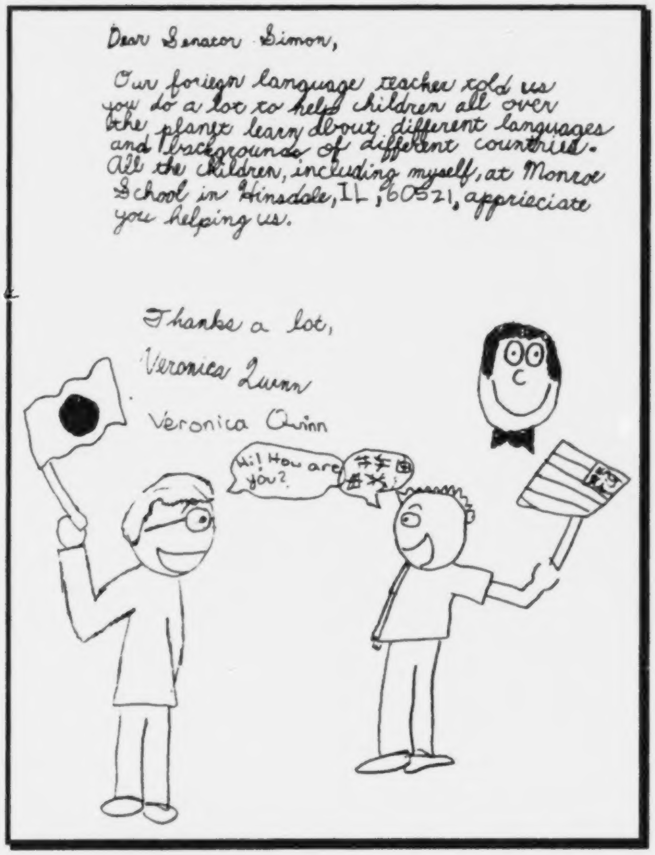
Dodeman, J., & Thibault, J. (1992). *Bandiagara*. Paris: Epigones. $24.95

Distributed by Multi-Cultural Books and Videos, 28880 Southfield Road, Suite 183, Lathrup Village, MI 48076; 800-567-2220; Fax: 810-559-2465.

Bandiagara is a beautifully illustrated book about a celebration in a Dogon village in Mali as seen through the eyes of a young village boy. The festival celebrates the end of the mourning period for all those who have been dead for five years. We are taken through the village to see the preparation for the dance that is the culmination of the ceremony and are finally allowed to see the masked dance itself. The illustrations capture the excitement and the beauty of this important celebration.

The story is extremely simple, just a retelling of this long, full day. The language, however, is poetical and too advanced for most beginning students. The teacher will have to make some adjustments, perhaps re-casting the story in simpler language. This is well worth doing, however, because the book is beautiful and evokes a place and a ceremony unfamiliar to most students.

BEST COPY AVAILABLE



Dear Senator Simon,

Our foriegn language teacher told us you do a lot to help children all over the planet learn about different languages and backgrounds of different countries. All the children, including myself, at Monroe School in Hinsdale, IL, 60521, apprieciate you helping us.

Thanks a lot,

Veronica Quinn

Veronica Quinn

Hi! How are you?

April 15, 1996

Dear Senator Simon,

The members of the National Network for Early Language Learning (NNELL) and their students would like to express sincere gratitude for your tireless work in advancing second language learning. Your leadership and vision over the past forty four years of public service are a model for all. It is not often that we in the foreign language teaching profession have the opportunity to thank someone whose efforts on behalf of language study have made such an impact. Your legislative accomplishments have resulted in thousands of students having the opportunity to study a foreign language. You have convinced many Americans of the critical need for foreign language study.

You are an inspiration to all educators who truly believe that gaining speaking and literacy skills in more than one language is not a luxury for an elite few. I personally know many people whose lives have been made richer and fuller because you have championed the study of foreign languages on many fronts.

Senator Simon, on behalf of NNELL's membership, I extend our best wishes for a happy, healthy, and very busy retirement. We cannot help but believe that somehow, some way, you will remain involved in advancing the study of foreign languages.

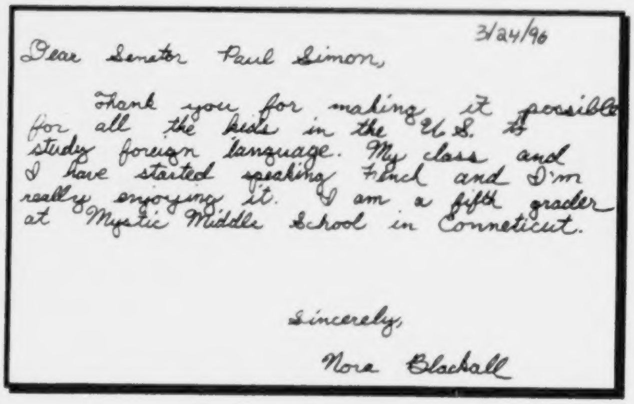
Sincerely,

Eileen B. Lorenz

Eileen B. Lorenz
President

Senator Paul Simon and his wife with scrapbook containing letters received from children — they loved it!

BEST COPY AVAILABLE



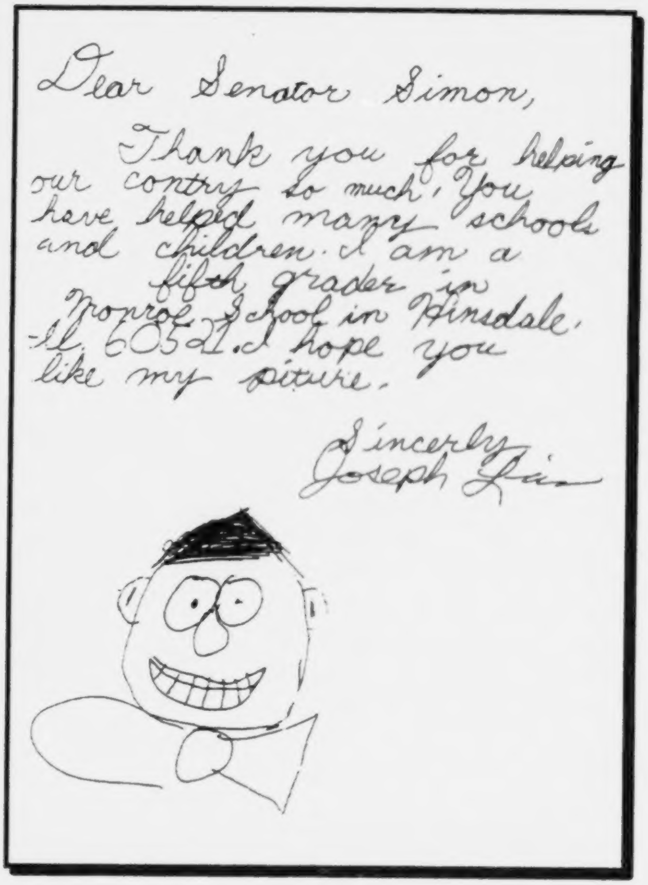
3/24/96

Dear Senator Paul Simon,

Thank you for making it possible for all the kids in the U.S. to study foreign language. My class and I have started speaking French and I'm really enjoying it. I am a fifth grader at Mystic Middle School in Connetiout.

Sincerely,

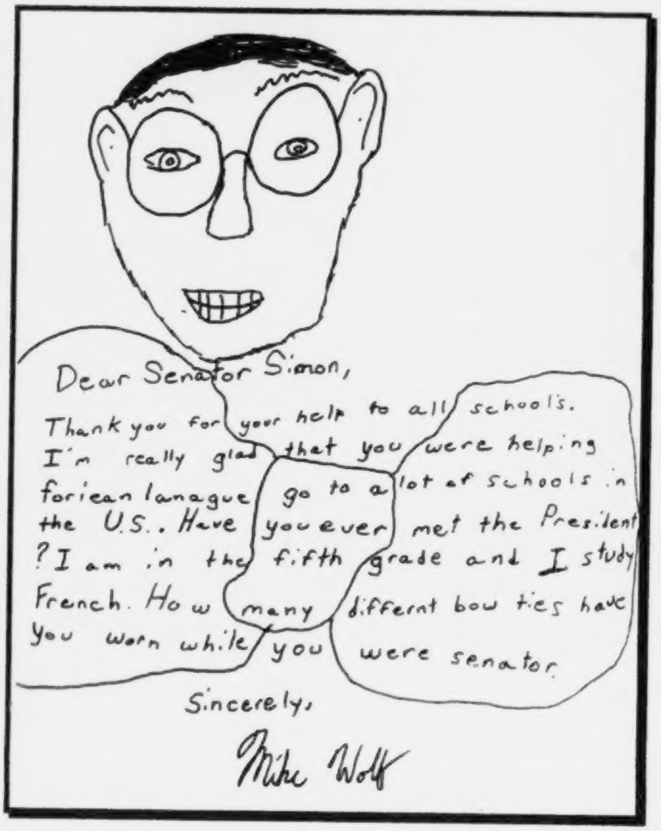
Nora Blackall



Dear Senator Simon,

Thank you for helping our contry so much, You have helped many schools and children. I am a fifth grader in Monroe School in Hinsdale, Il. 60521. I hope you like my piture.

Sincerly
Joseph Lai



Dear Senator Simon,

Thank you for your help to all schools. I'm really glad that you were helping foriean lanague go to a lot of schools in the U.S.. Have you ever met the President? I am in the fifth grade and I study French. How many differnt bow ties have you worn while you were senator.

Sincerely,

Mike Wolf

BEST COPY AVAILABLE

NNELL Election Results

Mari Haas
Past President of NNELL

Thanks to all who voted in the elections . . .

I am happy to announce that Christy Brown was elected Second Vice President and Marty Abbott was elected to continue her term as Treasurer in the recent NNELL elections.

On behalf of NNELL, I would like to congratulate both, and to extend a warm welcome to our new officer, Christy Brown.

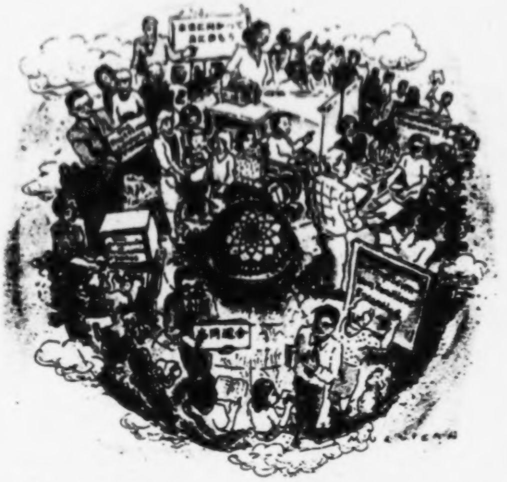
Christy brings with her a wealth of expertise on language learning. She has taught French, Spanish and English as a second language in grades K-12 in the West Hartford, Connecticut, Public Schools, and is the author of many articles on elementary school foreign language education. She currently serves as the K-12 Director of Foreign Language Curriculum and Supervision for the Glastonbury, Connecticut Public Schools.

Christy played an integral role in the creation of the new foreign language standards as the Chairperson of the K-12 Task Force on National Foreign Language Standards. She has served in leadership roles in the Connecticut Council of Language Teachers, the Northeast Conference on the Teaching of Foreign Languages, and ACTFL, where she is currently a member of the Executive Council.

Christy believes that NNELL has a vital role to play in preparing teachers for programs that offer an early start in language learning and in providing leadership and political advocacy at the local, state and national levels. During her tenure with NNELL, Christy plans to reach out to other elementary school organizations to share information about the foreign language profession's work in program and curriculum design, as well as the new foreign language standards. We look forward to having Christy on the NNELL Executive Board. Thanks to all who voted in the elections and to the election committee who helped put together the slate of candidates and monitored the process: Myriam Chapman, Helena Curtain, and Lori Langer de Ramirez. New terms for officers begin in November 1996.

ACTFL '96

with AATG/AATI/CLTA/NCSTJ/PSMLA



ONE PROFESSION–WORKING TOGETHER

Preregistration Deadline: October 7

30th Annual Meeting and Exposition
November 22-24, 1996

Philadelphia (PA) Marriott
ACTFL • 6 Exectutive Plaza • Yonkers, New York 10701
(914) 963-8830
FAX (914) 963-1275

NNELL Booth will be at ACTFL

ACTFL has donated an exhibit booth at its 1996 annual convention to the National Network for Early Language Learning. All members of NNELL are invited to take a break from conference sessions by spending an hour at the booth, sharing information about NNELL with conference attendees.

NNELL state representatives and committee members are especially urged to participate in the booth.

If you will be able to share in this important public relations and advocacy effort for early language learning, please email Dr. Mary Theis at theis@kutztown.edu, who is coordinating the booth.

NNELL Annual Meeting

Friday, November 22, 1996
10:45 a.m. - 12:00 p.m.
Convention Center: Room 109B

Come to our annual meeting where you will have an opportunity to meet other NNELL members and your NNELL officers. The officers will present a brief summary on the year's activities that will include reports on advocacy efforts and regional and state activities. They will also share plans for future NNELL initiatives.

In addition, Jan Kucerik, Baypoint Elementary Magnet School, Pinellas County Florida, will share the very successful ways her school has involved the elementary school classroom teacher in the second language class. She will also provide examples of how her elementary school has enhanced its foreign language program through collaboration with a nearby university.

Afterwards, participants will share their language teaching ideas and experiences with their colleagues in a networking session.

NNELL Sponsors FLES Swapshop Breakfast

Saturday, November 23, 1996
8:00 - 9:30 a.m.
Philadelphia Marriott: Salon E

Join your colleagues for breakfast to discuss effective teaching techniques and resources in the K-8 classroom. *Please bring 200 copies of a one-page teaching activity to share.* Include the following information in the activity: your name and address, language and grade level, lesson topic, objectives, materials, description of activity, and assessment.

Publishers who will be displaying materials for elementary school foreign language programs include Aims International Books, Barron's Educational Series, The Children's French Store, Educate-Educational Materials, EMC Publishing, Klett Edition Deutsch, Languages for Kids, Longman Publishing Group, Midwest European Publications, National Textbook Company, and Sosnowski Associates.

Door prizes include foreign language T-shirts, audio-cassettes, posters, books, and magazine subscriptions, plus much more!

BEST COPY AVAILABLE

Martie Semmer Receives Award for Advocacy

Congratulations to NNELL member, Martie Semmer (CO), who was named the 1995 winner of the *ACTFL-NTC Award for Building Community Interest in Foreign Language Education* by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Textbook Company (NTC).

Ms. Semmer is currently a Spanish teacher at Breckenridge and Frisco elementary schools in Colorado. In addition to her achievements as a Spanish teacher, Martie has been an extraordinary force in advocating foreign language as an integral part of the elementary school curriculum in her local school district.

One of her primary duties is coordinating the work of the Spanish and elementary school teachers as they integrate Spanish into curricular lessons. Ms. Semmer notes that teaching content lessons in Spanish results in children sharpening their listening as well as their comprehension skills. Consequently, the children's proficiency in not only Spanish, but also English is increased. She hopes that this method might even instill in children the motivation to learn a third language.

Martie Semmer's efforts have not been restricted to the classroom. She has also recognized the importance of a focus on foreign language education at the state level. Her commitment to ensuring that the state of Colorado formulate standards for foreign language instruction resulted in an arduous struggle through political action.

Her hard work started in 1993 when an act was passed for the development of statewide standards and assessments for all content areas *except* foreign languages. She immediately took up the challenge by corresponding with various state legislators who initially did not favor the idea of including foreign languages. Not discouraged by the negative responses, she continued her attempts to testify to the importance of developing standards for foreign languages.

The Delegate Assembly of the Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) in Washington provided her with a wonderful opportunity to strengthen her mission. While in Washington she visited all of her Colorado representatives, distributing student essays which the Honorable Pat Schroeder introduced in the *Congressional Record* in the House of Representatives on May 14. Some of the excerpts included were:

> Learning a foreign language weakens barriers that some use to justify resentment.
> *Karin Wangberg, grade 11, Aurora*

> I think kids should get a good education, and foreign languages are part of good education. It is just as important as math, writing, and spelling, etc. It is fun, interesting, exciting, and educational.
> *Caroline Lea, grade 4, Lakewood*

> Many of today's stereotypes and hostilities between nations lie in a misunderstanding and lack of appreciation for cultures outside of one's own. Learning a foreign language

> inspires a respect and an understanding of each other's uniqueness.
> *Tiffiny Shea Wine, college student, Federal Heights*

> It is good to know how to speak another language to help others who don't know your language. You can teach other people, too, and they could help other people.
> *Heaven Tapia, grade 2, Denver*

On May 30, the Honorable Scott McInnis entered the following information from the ACTFL-NTC awards ceremony into the Congressional Record:

> Mr. Speaker, I rise today to honor Martie Semmer of Frisco, CO. Martie is the recipient of a national award for building community interest in foreign language education. I would like to outline just a few of Martie's numerous contributions to her profession. Martie worked tirelessly on all levels to bring her noble profession the attention it deserves. Due to her hard work at the grassroots level, her Summit School District is one of the few to have K-12 foreign language offering. But Martie did not stop there. She introduced her students to unique and practical applications of their knowledge. Summit School District students are writing to Mexican pen-pals, and studying in two languages about migratory birds.
>
> It is a person such as Martie Semmer that inspires us all to take that extra step. Mr. Speaker, I ask our colleagues to join me in congratulating Martie Semmer, a truly outstanding teacher.

Martie Semmer was rewarded for her hard work and perseverance in April 1995 when the Colorado Senate Education Committee voted unanimously for the bill and it was signed into law within a week.

NNELL congratulates Martie Semmer for her award and thanks her for being a role model for effective advocacy for foreign language education and early language learning.

By learning another language, you can discover a whole new world.

Anne Cook
grade 8
Littleton

NNELL Introduces its Regional and State Representatives

In addition to its regional representatives, the National Network for Early Language Learning is pleased to announce the naming of representatives for each of the 50 states. The state representatives will support the work of the regional representatives and help further the mission and goals of the organization within their respective states.

The responsibilities of the state representatives are to:

- serve as the NNELL state contact person;
- organize and chair a NNELL networking session at the annual state foreign language conference;
- celebrate and make public the successes of students, teachers, and programs of excellence;
- improve public awareness and support for language programs by sharing with the profession and the community information about state and local issues that impact the vitality of early language learning;
- advocate action that promotes opportunities for all children to develop a high level of competence in at least one language in addition to their own.

State representatives will maintain close contact with their regional representatives and will provide them with a summary report about language learning in their state. The regional representatives will, in turn, provide a summary regional report to the executive board.

NNELL invites you to join in congratulating our regional and state representatives. To facilitate their work, please let them know of your professional successes and concerns, and your ideas for increasing support for early language learning in your state and region.

National Network for Early Language Learning

Regional Representatives

Central States
Debbie Wilburn Robinson
249 Arps Hall
1945 N. High Street
Columbus, OH 43210
Ph: 614-292-5381
Fax: 614-292-2682
E-mail: dwilburn@magnus.acs.ohio-state.edu

Pacific Northwest
Jo Ann Olliphant
11004 11th St. NW
Tacoma, WA 98498
Ph: 206-584-7473
E-mail: jolliphant@ups.edu

Northeast
Harriet Barnett
225 Clinton Ave.
Dobbs Ferry, NY 10522
Ph: 914-693-0474
Fax: 914-963-1275

Southern
Carine Feyten
University of South Florida
College of Education, EDU 306H
Tampa, FL 33620-56560
Ph: 813-974-3511
Fax: 813-974-3826
E-mail: feyten@madonna.coedu.usf.edu

Southwest
Elena Steele
Clark County School District
Dept. of Foreign Language Curriculum & Instruction
601 N. 9th St., Office 31
Las Vegas, NV 89101
Ph: 702-799-8404
Fax: 702-799-8452

National Network for Early Language Learning

State Representatives

Alabama
Pat Nix
812 Shamrock St.
Opelika, AL 36801
Ph: 334-749-2646
Fax: 334-745-9721
E-mail: nix@opel.
mindspring.com
Region: Southern

Alaska
Janice Gullickson
Anchorage School District, P.O
Box 196614
Anchorage, AK 99519
Ph: 907-243-6996
Fax: 907-269-2325
E-mail: gullickson@msmail.
asd.k12.ak.us
Region: Pacific Northwest

Arizona
Bobbie Laguna
13220 S. 48th St., #1123
Phoenix, AZ 85044-5013
Ph: 602-496-9176
Fax: 602-496-9176
E-mail: corbl@imap1.
asu.edu
Region: Southwest

Arkansas
◆Sue Mistic
5716 Alta Vista Dr.
N. Little Rock, AR 72118
Region: Central States

Arkansas
Pat Singer
8101 Cantrell Rd. # 1205
Little Rock, AR 72207
Region: Central States

California
Katia Parviz-Condon
Viewpoint School
23620 Mulholland Hwy
Calabazas, CA 91302
Ph: 818-340-2901
Fax: 818-591-1016
E-mail: mckpc@aol.com
Region: Southwest

Colorado
Julie Gonzales
7266 S. Newport Way
Englewood, CO 80122
Fax: 303-741-4764
Region: Central States

Connecticut
Nancy Hernandez
Simsbury Public Schools
34 Farms Village
Simsbury, CT 06070
Ph: 203-658-0451
Region: Northeast

Delaware
Katrien Christie
325 Smith Hall
Foreign Languages &
Literatures
University of Delaware
Newark, DE 19176
Ph: 302-831-2040
Fax: 302-831-8000
E-mail: Katrien@chopin.
udel.edu
Region: Northeast

Florida
Sue Bizerra
3410 Flamingo Lane
Mulberry, FL 33860
Ph: 941-646-9491
Fax: 941-646-9491
Region: Southern

Georgia
Kim Zemmali
1150 Abram Ct.
Mableton, GA 30059
Ph: 404-739-1261
Region: Southern

Hawaii
Lynette Fujimori
General Education Branch
189 Lunalilo Home
Honolulu, HI 96825
Ph: 808-396-2511
Fax: 808-548-5390
E-mail: lynette_fujimori@
notes.k12.hi.us
Region: Pacific Northwest

Idaho
Maria Trebby
Boise High School
1010 Washington St.
Boise, ID 83703
Ph: 208-338-3575
Fax: 208-338-3654
Region: Pacific Northwest

Illinois
Jodie Klafka
Richards High School
10601 Central Avenue
Oak Lawn, IL 60453
Ph: 708-449-1210
Region: Central States

Indiana
Mary Williams
10697 Pimlico
Indianapolis, IN 46280
Ph: 317-571-8719
Region: Central States

Iowa
Jeannette Borich
809 NE. Michael Dr.
Ankeny, IA 50021
Ph: 515-965-9670
E-mail: jemabo@earthlink.
net
Region: Central States

Kansas
Penny Armstrong
410 W. Jefferson
Pittsburg, KS 66762
Ph: 316-231-2205
Fax: 316-232-3640
E-mail pennywebb@aol.com
Region: Central States

Kentucky
Alicia Vinson
Maxwell Elementary School
301 Woodland Ave.
Lexington, KY 40508
Ph: 606-254-3555
Fax: 606-231-3801
E-mail: Avinsky@uky
campus.mci.net
Region: Central States

Louisiana
Marcia Dabkowski
5817 Summer Lake Dr.
Baton Rouge, LA 70817
Ph: 504-753-1210
Fax: 504-756-0521
E-mail: JGDAD@aol.com
Region: Southern

Maine
Diane Whitmore Sturgis
Falmouth Middle School
52 Woodville Rd.
Falmouth, ME 04105
Ph: 207-781-3740
Fax: 207-781-5711
E-mail: dnbsturgis@aol.com
Region: Northeast

Maryland
Donna Gouin
Maryvale Elementary School
1000 1st Street
Rockville, MD 20851
Ph: 301-279-4990
Fax: 301-279-4993
Region: Northeast

◆Main state contact person for 1996-97

Massachusetts
Mary Sosnowski
58 Sears Rd.
Wayland, MA 01778
Ph: 508-358-7891
Fax: 508-358-6687
Region: Northeast

Michigan
Jennie Frazier
2325 Hall SE
Grand Rapids, MI 49506
Ph: 616-235-7553
E-mail: JennieF909@
aol.com
Region: Central States

Minnesota
Kathy Olson-Studler
1450 Fairmount Ave.
St. Paul, MN 55105
Ph: 612-698-0962
E-mail: kolson@goodrich.
fda.edu
Region: Central States

Mississippi
Jeanne Wells Cook
State Dept. of Education
P.O. Box 771
Jackson, MS 39205-0771
Ph: 601-359-3778
Region: Southern

Missouri
Paul Garcia
5530 Oak St.
Kansas City, MO 64113
Ph: 816-523-1939
Fax: 816-523-1939
E-mail: pgarcikc@pei.edu
Region: Central States

Montana
Pat Wyss
120 8th Lane NE
Fairfield, MT 59436
Ph: 406-467-3301
Region: Pacific Nortwest

Nebraska
Susan Rodda
8201 Pacific
Omaha, NE 68114
Region: Central States

Nevada
Holly Johnson
4307 East Twain Ave.
Las Vegas, NV 89121
Ph: 702-799-8401
Fax: 702-799-8452
Region: Southwest

New Hampshire
Julia Bressler
96 Peele Rd.
Nashua, NH 03062
Ph: 603-888-2250
Fax: 603-888-5871
E-mail: juwal@earthlink.net
Region: Northeast

New Jersey
Janet Glass
Dwight Englewood School
315 E. Palisade Avenue
Englewood, NJ 07631
Ph: 201-569-9500 x4346
E-mail: IguanaJ@aol.com
Region: Northeast

New Mexico
Barbara Anderson Acosta
1300 Diamond Dr.
Los Alamos, NM 87544
Ph: 505-662-4136

New York
Marcia Heffler
Dobbs Ferry Public Schools
505 Broadway
Dobbs Ferry, NY 10522
Ph: 914-693-7640
Fax: 914-693-1115
E-mail: Hefflerm@DFHS1.
LHRIC.org
Region: Northwest

North Carolina
Carole Orringer
73218 Burrington
Chapel Hill, NC 27514
Ph: 919-929-4778
Region: Southern

Ohio
Debbie Wilburn Robinson
249 Arps Hall
1945 N. High Street
Columbus, OH 43210
Ph: 614-292-5381
Fax: 614-292-7812
E-mail: dwilburn@magnus.
acs.ohio-state.edu
Region: Central States

Oklahoma
Dorothy Day
NWOSU
709 Oklahoma Blvd.
Alva, OK 73717
Ph: 405-327-8467
Fax: 405-327-1881
E-mail: nwosu@regentdh.
osrhe.edu (Attn: Dorothy Day)
Region: Southwest

Oklahoma
◆Nadine Olson
310 S. Abbey Ln.
Stillwater, OK 74075
Ph: 405-624-0902
Fax: 405-744-5733
E-mail: olsanf1@okway.
okstate.edu
Region: Central States

Oregon
Marie-Pierre Wolfe
917 E. 43rd. Ave.
Eugene, OR 97405-4593
Ph: 503-344-7535
Region: Pacific Northwest

Pennsylvania
Sandy Dunn
Lower Merion School District
Ardmore, PA 19003
Region: Northeast

Rhode Island
Suzanne Cane
35 Laurel Avenue
Providence, RI 02906
Ph: 401-331-9696
Fax: 401-751-6670
Region: Northeast

South Carolina
Sharon McCollough
1120 Partridge Rd.
Spartanburg, SC 29302
Ph: 864-582-3374
Region: Southern

South Dakota
Marsha Klein
929 Yosemite Lane
Brookings, SD 57006
Ph: 605-692-7537
Region: Central States

Tennessee
Patricia Davis-Wiley
University of Tennessee CA 9
Knoxville, TN 37996-3400
Ph: 423-974-4211
E-mail: PDWiley@utk.edu
Region: Central States and
Southern

Texas
Janet Norden
Baylor University
Modern Languages Dept.
Waco, TX 76798-7393
Ph: 817-755-1111 x6006
Fax: 817-755-3799
E-mail: Janet_Norden@
baylor.ccis.baylor.edu
Region: Southwest

◆Main state contact person for 1996-97

Utah
Deanna Taylor
612 N. 800 East
Orem, UT 84097
Ph: 801-225-9432
Fax: 801-227-8747
Region: Southwest

Vermont
Loraine Shand
Weathersfield Middle School
P.O Box 28
Ascutney, VT 05030
Ph: 802-674-5400
Fax: 802-674-9326
Region: Northeast

Virginia
Rachelle Morea
2401 Corpew Ave.
Norfolk State University
Norfolk, VA 23504
Ph: 804-683-2933
E-mail: rmorea@vger.
nsu.edu
Region: Northeast

Washington
Evelyne Armstrong
1728 S. Fernside Dr.
Tacoma, WA 98465
Ph: 206-565-8703
Fax: 206-565-5752
E-mail: evelynearm@
aol.com
Region: Pacific Northwest

Washington
◆Madeleine Pohl
200 W. Mercer St., Suite 504
Seattle, WA 98119
Ph: 206-217-9642
Fax: 206-217-9643
E-mail: pohl@cultural.org
Region: Pacific Northwest

West Virginia
◆Susy Calvert
111 Emily St.
Beckley, WV 25801
Ph: 304-256-4619
Region: Northeast

West Virginia
Deborah Harki
Lincoln High School
Route 1, Box 300
Shinnston, WV 26431
Ph: 304-592-7748
Region: Southern

Wisconsin
Ines Smrz
5613-J W. Morgan Ave.
Milwaukee, WI 53220
Ph: 414-545-1346
E-mail: ISMRZ@omnifest.
uwm.edu
Region: Central States

Wyoming
Marla Wold
Kelly Walsh High School
3500 E. 12th St.
Casper, WY 82609
Ph: 307-577-4640
Fax: 307-577-4494
Region: Northwest

◆Main state contact person for 1996-97

CAL Center for Applied Linguistics

Fall 1996

Dear Colleague:

Does your school start teaching foreign languages before grade 7? If so, we need your help!

The Center for Applied Linguistics (CAL) is compiling a national directory of early language learning programs, and would like to include your school. Please take a few minutes to complete the form on the reverse side and return it to us. Although we will not be able to reach every program in the country, we would like to include as many schools (both public and private) as possible.

The directory will include schools that start teaching foreign languages before grade 7 (but will not include schools with *total and partial immersion* or *two-way immersion* programs, because these directories have already been compiled and are available from CAL.)

Please return the form **by December 1, 1996** to CAL at the address below. We will send you ordering information for the directory when it is completed in 1997.

Thank you for your efforts! We hope that this U.S. Department of Education-funded directory will help schools to network with other schools around the country that have similar programs and help enhance the teaching of foreign languages to children.

Sincerely yours,

Nancy Rhodes Lucinda Branaman

Nancy Rhodes Lucinda Branaman

1118 22nd Street, N.W., Washington, D.C. 20037 (202) 429-9292 Fax: (202) 659-5641

CAL National Directory of Early Language Learning Programs

Please complete the following information.

Contact Person ____________________

Title ____________________

Name of School ____________________ public ___

Address ____________________ private ___

____

Telephone ____________ **Fax** ____________ **E-mail** ____________

1. **Grade levels in your school** (circle all the apply): Pre-K K 1 2 3 4 5 6 7 8

2. **Grade levels that receive foreign language instruction** (circle all the apply): Pre-K K 1 2 3 4 5 6 7 8

3. **Languages taught in your program** (please list all):

NOTE: Questions 4 and 5

If responses are different for each language, please copy this form and fill out separate forms for each language.

4. **How many *minutes* per class period?** (please circle amount for each grade level):

MINUTES

Pre-K	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90 other ____
K	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90 other ____
1	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90 other ____
2	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90 other ____
3	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90 other ____
4	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90 other ____
5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90 other ____
6	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90 other ____
7	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90 other ____
8	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90 other ____

5. **How many foreign language class periods per week?** (please circle for each grade level)

Pre-K	1	2	3	4	5
K	1	2	3	4	5
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5

6. **Briefly describe your program (e.g., curriculum, materials, goals, other)**

____

____

____

____

____

7. **Do your language classes meet during the regular school day?** YES NO
8. **Do your classes last for the entire school year?** YES NO

If no to either question, please describe schedule and list total number of weeks of classes:

____

(If you would like to include other information describing your program, please attach it.)

Thank you for your time!

Please return this form to; Lucinda Branaman, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037 (E-mail: lucinda@cal.org; Tel. 202-429-9292; Fax 202-659-5641)

Political Action and Advocacy

Kay Hewitt
Political Action and Advocacy Chair
Lexington, South Carolina

There are three parts to my report on Political Action and Advocacy: 1) a summary of efforts to curtail federal funding cuts in foreign language education; 2) an introduction of the members of the NNELL Political Action and Advocacy Committee; and 3) NNELL's recent advocacy efforts. Please contact me about your own political action work so that it can be shared in a future issue of *Learning Languages*. I look forward to hearing from many of you!

I learned of threats of severe budget cuts to programs that support foreign languages and international education in fiscal year (FY) 1996.

Budget Cuts Summary

I represented the members of NNELL as the National Political Action and Advocacy Committee Chair when I attended the annual conference of the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) on May 2-4, 1996. JNCL-NCLIS serves the profession as the liaison between foreign languages professionals and the federal government.

The conference began with a briefing by legislators on the status of federal legislation that affects foreign language education. I learned of threats of severe budget cuts to programs that support foreign languages and international education in fiscal year (FY) 1996. In a nutshell, the 1996 budget reflected about a 7% overall cut in the funds for various foreign language programs.

Time was allotted for face-to-face visits with each person's state legislators and their staff members. My goal during these meetings was to insist that federal funding for education be no less than the fiscal year (FY) 1995 budget. Some of the key programs that have suffered cutbacks are:

- The Foreign Language Assistance Program (FLAP) funding, which is essential to the establishment of early language programs
- Foreign Language and Area Studies Titles VI funds, which support Professional Development in Language Education
- National Endowment for the Humanities, which has supported language teacher grants to improve their language skills and enhance their knowledge of the culture through study abroad. (At this writing, funding for NEH Grants has been eliminated by the legislature, effective in 1997)
- Goals 2000
- Magnet Schools
- Bilingual and Immigrant Education
- National Institute for Literacy
- Fund for the Improvement of Secondary Education (FIPSE)
- International Education and Foreign Language Studies (Domestic programs, Overseas programs, and the Institute for International Public Policy)
- Fund for the Improvement of Education

- International Education Exchange
- Star Schools

After the meeting with Senator Strom Thurmond and the staff of two other legislators in Washington, DC, I became concerned that little importance will be associated with language education programs unless we diligently inform all federal legislators of our convictions on this matter. I urge all of you to follow this situation closely and contact your legislators in support of funding of foreign language programs.

NNELL Political Action and Advocacy Committee

I am pleased to announce the members of the National Political Action Committee for NNELL:

Jane G. Graveen
60 Applewood Lane
Glastonbury, CT 06033

Terri Hammatt
242 Delgato
Baton Route, LA 70808

Dan MacDougall
10 Bent Oak Road
Beauford, SC 29902

Lauren Schaffer
77 Manzanita Street, #1
Ashland, OR 97520

Mary J. Sosnowski
58 Sears Road
Wayland, MA 01778

Kay Hewitt, Chair
Lexington Elementary School
116 Azalea Dr.
Lexington, SC 29072

NNELL Advocacy Efforts

We appreciate the efforts of the members of the Political Action and Advocacy Committee who, over the summer months, wrote to each of the 100 Senators and 435 Representatives on behalf of NNELL, emphasizing the need for reinstatement of FY 1995 funding levels for Language Education and International Studies Programs.

All members of NNELL should have received in May 1996 a "NNELL Alert" from the NNELL president and me, warning of the immediate concerns about "English Only" legislation that was pending at that time. We stated that it was not clear what the outcomes of this action might be for foreign language education, but that it does run counter to the development of productive, multilingual members of U.S. society.

In response to this situation, and as a model for any advocacy effort, we suggested that you:

- Send your Senator or Representative a personal, handwritten note in which you include information about your work, the number of students that you teach, and how your program was implemented.
- Write a simple statement about your position against English Only legislation and your difficulty in voting for a member of Congress who supports any version of this bill.
- Request a reply from your Senator or Representative.

Note: *If you need information about your congressional representatives, you should find their names and addresses in the "blue pages" of your phone book under "Federal Government." Feel free to contact me if you should need assistance.*

Calendar

Fall 1996 Conferences

October 25-27, 1996
Advocates for Language Learning Conference, Detroit, MI. Cliff Walker or Ellen Jones-Walker, P.O. Box 495, Blacksburg, VA 24063-0495; 540-552-3707; cawalker@bev.net

October 31-November 2, 1996
Canadian Association of Immersion Teachers: At the Crossroads of Tomorrow; Winnipeg Convention Centre, Winnipeg, Ontario, Canada. Donald Teel, 960 Wolseley Avenue, Winnipeg, MB R3G 1E7; 204-786-4796; Fax: 204-783-7607; E-mail: deteel@minet.gov.mb.ca

November 22-24, 1996
30th Annual Meeting, American Council on the Teaching of Foreign Languages; Philadelphia, PA. ACTFL, 6 Executive Plaza, Yonkers, NY 10701; 914-963-8830; Fax: 914-963-1275.

Spring 1997 Conferences

March 6-8, 1997
Southern Conference on Language Teaching with South Carolina Foreign Language Teachers' Associations, Myrtle Beach, SC. Lee Bradley, Executive Director, Valdosta State University, Valdosta, GA 31698; 912-333-7358; Fax: 912-333-7389.

April 3-6, 1997
Northeast Conference on the Teaching of Foreign Languages, New York City. Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; 717-245-1977.

April 10-13, 1997
Central States Conference on the Teaching of Foreign Languages, Columbus, OH. CSCTFL, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704; 608-246-6573; Fax: 608-246-6880.

April 17-19, 1997
Southwest Conference on Language Teaching with Texas Foreign Language Association, Dallas, TX. SWCOLT, Joann K. Pompa, Mountain Pointe High School, 4201 E. Knox Rd., Phoenix, AZ 85044.

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own; to provide leadership, support, and service to those committed to early language learning; and to coordinate efforts to make language learning in programs of excellence a reality for all children.

NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning; facilitate cooperation among organizations directly concerned with early language learning; facilitate communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminate information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL Executive Board

President
Eileen Lorenz
Montgomery County Public Schools
850 Hungerford Dr.
Rockville, MD 20850
elorenz@umd5.umd.edu

Secretary
Mercia Foster
Immaculate Conception School
4 Riden Circle
Charles City, IA 50616
fostemer@cheers.niacc.cc.ia.us

Executive Secretary
Nancy Rhodes
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
nancy@cal.org

First Vice-President
Mary Lynn Redmond
Wake Forest University
Department of Education
Box 7266, Reynolda Station
Winston-Salem, NC 27109
redmond@wfu.edu

Treasurer
Marty Abbott
Fairfax County Public Schools
7423 Camp Alger Ave.
Falls Church, VA 22042
74553.211@compuserve.com

Membership Secretary
Guadalupe Hernández-Silva
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
lupe@cal.org

Second Vice-President
Susan Walker
Parkway Northeast Middle School
4560 Ohio Ave.
St. Louis, MO 63111

Past-President
Mari Haas
Teachers College
Columbia University
525 W. 120th St., Box 201
New York, NY 10027
mbh14@columbia.edu

Learning Languages *Editor*
Marcia Harmon Rosenbusch
N157 Lagomarcino
Iowa State University
Ames, IA 50011
mrosenbu@iastate.edu

NNELL Appointments

Membership
Virginia Gramer
Monroe School
Foreign Language Office
210 N. Madison
Hinsdale, IL 60512

Publisher Liaison
Patty Rierson Hans
The Wellington School
3650 Reed Rd.
Columbus, OH 43212
hans@Grendel.wellington.org

Public Relations Chair
Evelyne Armstrong
Charles Wright Academy
7723 Chambers Creek Rd. West
Tacoma, WA 98467
evelynearm@aol.com

Bylaws
Maureen Regan-Baker
22 Pearl St.
Stoningham, CT 06378

Political Action and Advocacy
Kay Hewitt
Lexington Elementary School
116 Azalea Dr.
Lexington, SC 29072
les@scsn.net

Pacific Northwest Rep.
Jo Ann Olliphant
11004 11th St. SW
Tacoma, WA 98498
jolliphant@ups.edu

Northeast Rep.
Harriet Barnett
225 Clinton Ave.
Dobbs Ferry, NY 10522

Southern Rep.
Carine Feyten
University of South Florida
College of Education
EDU 208B, Tampa, FL 33620-5650
feyten@typhoon.coedu.usf.edu

Southwest Rep.
Elena Steele
Clark County School District
Department of Foreign Language
Curriculum and Instruction
601 N. 9th St., Office 31
Las Vegas, NV 89101

Central States Rep.
Debbie Wilburn-Robinson
Ohio State University
249 Arps Hall
1945 N. High St.
Columbus, OH 43210
dwilburn@magnus.acs.ohio-state.edu

Membership Form

Please enroll me as a member of the National Network for Early Language Learning (NNELL) and send me a one-year subscription to *Learning Languages*. I am enclosing a check for $15.00. (Overseas rate is $20.00.) Make checks payable to NNELL.
NO PURCHASE ORDERS PLEASE.

Name ______________________________

Title or Grade Level ______________________________

School or Affiliation ______________________________

Mailing Address ______________________________

City, State ______________________________ Zip __________

Check whether this address is __________ Home __________ School

______ Check if this is a renewal ______ Check if this is an address change from last year

Mail this form and your check to:
National Network for Early Language Learning
Center for Applied Linguistics
Attn: Nancy Rhodes, Executive Secretary
1118 22nd St. NW
Washington, DC 20037

Marcia H. Rosenbusch, Editor
Learning Languages
Department of Curriculum and Instruction
N157 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

Bulk Rate
U.S. Postage
Paid
Permit No. 200
Ames, Iowa

ADDRESS CORRECTION REQUESTED

************************ALL FOR ADC
ERIC/CLL NEWS BULLETIN
ERIC CLEARINGHOUSE ONF LANGUAGE &
CAL/1118 22ND STREET NW
WASHINGTON DC 20037

BEST COPY AVAILABLE

Learning Languages

The Journal of the National Network for **Early Language Learning**

Winter 1997
Vol.2 No.2

Learning Languages: The Journal of the National Network for Early Language Learning is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor at the address below to request a copy of author guidelines for preparing articles.

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available).

Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, objective, materials, and procedure. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

Editor
Marcia H. Rosenbusch
Department of Curriculum and Instruction
N157 Lagomarcino Hall
Iowa State University
Ames, IA 50011
mrosenbu@iastate.edu

Editorial Assistant
Sue Ryan Weiss

Cover Design
Gary Blum

Contributing Editors

International news
Helena Curtain
University of Wisconsin - Milwaukee
10523 W. Hampton Ave.
Milwaukee, WI 53225
hcurtain@csd.uwm.edu

Research
Elsa Statzner
National - Louis University
1209-A Central St.
Evanston, IL 60201
mruggero@nwu.edu

Teaching with Technology
Jean W. LeLoup
ICC Department
SUNY/Cortland
P.O. Box 2000
Cortland, NY 13045
leloupj@snycorva.cortland.edu

Classroom activities
Diane Fagin Adler
North Carolina State University
Dept. of Foreign Languages and Lit.
Box 8106
Raleigh, NC 27695-8106
adlerd@social.chass.ncsu.edu

Funding info./New legislation
Joint National Comm. for Languages
1118 22nd St. NW
Washington, DC 20037
76306.535@compuserve.com

Assessment
Peggy Boyles
Foreign Language Coordinator
Putnam City Schools
5401 NW 40th St.
Oklahoma City, OK 73122
pboyles@ionet.net

French resources
Myriam Chapman
Bank Street School for Children
610 W. 112th St.
New York, NY 10025

Spanish resources
Lori Langer de Ramirez
166 Nichols Ave.
Brooklyn, NY 11208
ljl17@columbia.edu

German resources
Gertie Kessler
Orange Hunt Elementary School
6820 Sydenstricker Rd.
Springfield, VA 22152
jkessler@erols.com

Learning Languages

The Journal of the National Network for Early Language Learning

Volume 2, No. 2 Winter 1997

Articles

3 **A Case for Foreign Languages: The Glastonbury Language Program**
Christine Brown

10 **But I Only Have E-mail—What Can I Do?**
Jean W. LeLoup

16 **Education Under Fire: Changes in the 105th Congress? Not Hardly!**
J. David Edwards

18 **NNELL Members Work Locally to Promote Languages**
Kay Hewitt

24 **How a Foreign Language Program Blossomed: One School's Story**
Josephine Konow

26 **Proficiency Testing for Middle School: Voyage à EPCOT/*Viaje a EPCOT***
Margaret Keefe Singer

34 **Waldorf Schools: Seventy-Six Years of Early Language Learning**
Michael Navascués

Features

2 **Notes from the President**

9 **Children's Classroom Creations**

22 **Katia Parviz-Condon Promotes Early Language Learning**

23 **Activities for Your Classroom**

25 **Book Review**

31 **Marcia Rosenbusch Receives ACTFL Award**

32 **Classroom Resources**
  German
  French
  Spanish

40 **Calendar**

Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are $15/year ($20 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, 1118 22nd St. NW, Washington, DC 20037.
Copyright © 1997 by the National Network for Early Language Learning.

Notes from the President

As the National Network for Early Language Learning begins its tenth year, it is a wonderful time to celebrate our accomplishments and to join together in carrying out the many initiatives that are planned for the future. Since its inception, in January of 1987, the membership of NNELL has risen to more than 950, and includes members both in the United States and abroad.

During the past 10 years, NNELL has played an active role in supporting educators, administrators, and parents who are committed to providing opportunities for all children to study a foreign language.

We have accomplished many goals because of your "can do" attitudes and tireless efforts.

As NNELL has grown, it has expanded the ways it helps meet the needs of our profession. Our new journal, *Learning Languages,* offers members a greater variety of articles that include both research and classroom application.

Most recently, under the leadership of Past President Eileen Lorenz, several projects have been completed that will facilitate the work of our organization. We now have a NNELL representative in each state who will be leading presentations and public relations endeavors at professional meetings. In addition, under the guidance of Kay Hewitt, the Political Action and Advocacy Committee has taken important steps to address immediate concerns at the local, state, and national levels and to assist states in advocacy projects.

As we celebrate the past and look to the future, we must also meet the challenges that are presenting themselves to us each day. We are currently facing a critical time in our profession—the mission of NNELL and the support of all members is of utmost importance.

We have a unique opportunity to inform the public about the importance of foreign language education as the national standards in foreign languages begin to be implemented. All of us need to become actively involved in advocacy efforts to promote programs that begin in kindergarten and continue through the post-secondary level. To do this, we must educate far beyond our classrooms to include the greater community—colleagues of all disciplines, administrators, school board members, politicians, and policy makers. Our leadership in the promotion of early language learning and our collective advocacy efforts will affect change in a positive way!

In the coming year, NNELL will have a Tenth Anniversary Celebration! Audrey Heining-Boynton, Chair of the Tenth Anniversary Committee, has organized many exciting events that will culminate at the 1997 ACTFL Conference in Nashville, Tennessee. You will hear more about the committee's plans and how you can become involved in them throughout the year.

In this issue of *Learning Languages,* we offer you the opportunity to become acquainted with several foreign language programs. First, we celebrate the 50th anniversary of the Glastonbury, Connecticut, elementary

NOTES *Please turn to Page 41*

A Case for Foreign Languages:
The Glastonbury Language Program

Christine Brown
Director of Foreign Language
Glastonbury Public Schools
Glastonbury, Connecticut

Since the 1950s in Glastonbury, Connecticut, all students have studied at least one foreign language beginning in elementary school. Although there have been many national revolutions within language pedagogy since this program was established, the course offerings in Glastonbury are nearly the same ones that were in place in 1957, when the program began.

All second, third, fourth, and fifth grade students study Spanish, and in grade six, they can add the study of French. In grade seven, students may add the study of Russian and in grade nine, the study of Latin. Recently instituted is the opportunity to begin Japanese in kindergarten at a magnet school operated with East Hartford, Connecticut. At Glastonbury High School, Japanese is also offered through two-way interactive television with area high schools and Manchester Community-Technical College.

Over the last 40 years, the students who graduated from Glastonbury High School have gone on to prominent positions in society. Many report that the special opportunity they had in the Glastonbury public school system afforded them entree to a knowledge about other people, as well as interesting vocations and avocations that they otherwise would not have had the opportunity to select. Former graduates work in every sector of business and industry. Some have been drawn to the diplomatic and intelligence communities, and still others have served in the Armed Services. In the last 10 years, students of Russian have had a unique opportunity to use their skills in many joint ventures in the former Soviet Union and Eastern Europe.

How is it that this community has sustained and grown an excellent foreign language program since 1957? In many ways, Glastonbury is an average community. Its population is just under 28,000, its income level is middle class, average class size is 21, and average per-pupil expenditure is $6,423. Only 1% of its students is identified as "gifted and talented." The following report, adapted and reprinted with permission from the Council for Basic Education (Brown, 1995), explores the answer to this question.

Success breeds success.

Why a Long Sequence of Study?

What are the *essential elements* that the public must perceive in order for them to support a language program over such a long period of time? Conversations with townspeople and qualitative research with students and graduates indicate that the single greatest ingredient for maintaining the supportive attitude about the language program is that students who graduate from the program are able to use their language knowledge in later life. Success breeds success. The momentum to maintain the language program and expand it has come from a community whose children and grandchildren have returned to Glastonbury, talking about the tremendous preparation they had in the program to think, read, write, and speak in another language.

Why is it that Glastonbury students can speak and use a language, *Just by playing a tape recorder under the bed at night, one is not going to miraculously absorb Serbo-Croatian or even French.*

while students from some other school districts find that they really can't? It isn't as simple as the airline magazines would have one believe. Just by playing a tape recorder under the bed at night, one is not going to miraculously absorb Serbo-Croatian or even French. The United States Foreign Service and Department of State have 25 years of research on the length of time it takes Americans to become proficient in another language. The ability to function beyond the tourist level in a language—to be able to communicate with a business partner or to negotiate a contract—takes thousands of hours of contact in French or Spanish and four to five times that much time in Russian, Mandarin, Japanese, or Arabic. It is no wonder that the average high school students who have had only about 200 contact hours (usually in a European language) can't say much by the time they graduate from high school.

> *"Studying Russian in grammar school was more than just another class for me. Literally my entire life has been shaped by that study. To highlight a few of the direct results: I spent a month in Ukraine, USSR, where I made friends with whom I still keep in touch. Four years later, I became interested in Georgetown University because of their Russian program and was accepted because of the experience I had already acquired in the language. I have spent the last nine months studying in Russia and have an internship at TIME magazine in Moscow."*
>
> ***Erin Doyle***
> ***Graduate of Glastonbury High School***

Students graduating from schools where they *do* have the opportunity to study a language over a long period of time recognize that their skills have gotten better and better as they have studied the language. Although they might reflect on their elementary experience as being simplistic, they can say with some certainty that without that experience, they would have had no foundation upon which to build in junior and senior high school. When Glastonbury students go on to college, many place into third year courses and some place out of the undergraduate language sequence altogether. These are not all academically remarkable students. These are students who have had the opportunity to cultivate and nurture their language skills in a sequential fashion beginning in primary school.

Obstacles

If this approach to language learning has worked so well in Glastonbury, why aren't other districts doing the same? Some districts and some states are working to expand programs into the early grades. However, interviews with language supervisors, principals, and school superintendents seem to indicate that there are major obstacles: in particular, staffing, teacher training, and articulation—sequential planning from level to level. When the middle school or the high school teachers are not trained properly to receive elementary youngsters with a strong foreign language base, these students are thrust into classrooms where the teachers cannot build upon their students' knowledge, resulting in frustration and failure on both sides.

Also, some elementary students go into middle school and high school programs where they are in classes with beginning language students. Teachers teach to the beginning level and the students who have developed a strong language base in the elementary and middle grades are left to sit and become turned off.

Essential Elements for Success

In many school districts, curriculum supervisors, especially for foreign languages, do not exist. Language study, rare in the elementary grades, does not get the attention that it needs from elementary school principals, most of whom have never studied a foreign language. For the last 40 years the Glastonbury program had the unique and consistent oversight of a foreign language curriculum director from the elementary grades to grade twelve.

In an effort to be more interdisciplinary and to encourage more site-based management, the curriculum director has formed partnerships with the administrators in the district's schools. This results in the oversight of the language program being carried out by a team. The language program director and the elementary principal hire, supervise, and evaluate teachers. This partnership has resulted in a stronger language program at the elementary level, because the curriculum director has a thorough understanding of how to hire and supervise language teachers and the elementary principals have a greater knowledge of the needs of each school .

Another important element of the Glastonbury elementary and middle school program is that the language teachers in the elementary grades are solicited on the basis of both their language competence *and* their understanding of the broader curriculum at the elementary levels. Elementary teachers in Glastonbury are a combination of elementary classroom teacher and foreign language teacher. Because they feel comfortable in the elementary school environment, they form good relationships with the other classroom teachers and serve as general resources to the broader elementary school curriculum, especially in social studies. Glastonbury's elementary language teachers teach an average of 10 classes a day in the elementary grades. They are usually assigned to only one school, so they become part of the total school staff, as opposed to just being itinerant teachers who don't have a chance to build relationships or rapport in the school.

Another pillar of the Glastonbury curriculum has been coordination of the program in grades two through twelve. Language teachers from all grade levels meet monthly to discuss district-wide events and priorities. The curriculum is reviewed with cross representation from all levels of language instruction that includes community members, classroom teachers, and administrators from other disciplines. All textbook selection and curriculum design is undertaken by teachers representing elementary, middle, and high school. Most recently, in an effort to ensure that the curriculum is being implemented along national, state, and local curriculum guidelines, the teachers have been writing collaborative departmental examinations for grades five through twelve.

In 1996 the teachers created a common scoring mechanism for grading student examinations. In these exams, students listened to native speakers in real life situations, read articles from authentic sources, and wrote a response to a real life event or activity. The teacher conducted speaking interviews with students at all levels.

Also, teachers exchanged students and tapes in order to assess speaking skills and to ensure a common grading standard. Prior to and following testing, teachers met to make sure the test represented appropriate skill levels and that themes used at one level were not repeated at another.

This type of planning ensures that students will move from level to level

. . . language teachers in the elementary grades are solicited on the basis of both their language competence ***and*** *their understanding of the broader curriculum at the elementary levels.*

and build on skills rather than just repeat low level skills at every stage of instruction. The testing will also provide the students with a match between what the curriculum promised and what they actually learned.

All curriculum documents developed for each grade level are shared at parent open houses and with students at the beginning of every school year. Teachers explain to students that the skills they will be learning and the topics that will be addressed are not necessarily the same skills and topics reflected in their textbook—the textbook is only one tool to meet the system-wide goals. If students move into the more advanced levels of language, no single textbook can provide them with all they will need to become more proficient speakers of the language.

By sharing the curriculum and testing at the end of every level with the students, parents, and all the teachers, it is hoped that the program will be well-articulated and that students can see their own progress. To help students see the great progress they have made from the elementary school through the high school, portfolio assessment, which includes long-term documentation of student work through projects, videos, audio tapes, and writing samples, is being developed. In the near future, student samples may be kept in an electronic portfolio, and students will be able to present these portfolios for placement at the college and university level in addition to—or in place of—taking the college placement test. College placement tests are generally not based upon what students know and are able to do in schools; they are devised by college level professors with very little experience at the K-12 level. It is hoped that, by presenting these professors with a K-12 portfolio, the college level language sequences will be designed to further students' mastery of a language and not drearily repeat low level material that they have already mastered.

Glastonbury students have the opportunity to participate in a number of challenging exchange programs.

In addition to a communication-oriented curriculum, Glastonbury students have the opportunity to participate in a number of challenging exchange programs. Through the United States Information Agency and the State of Connecticut, Russian language students annually travel to Russia for a three-week stay at a sister school. In 1995 three teachers from other disciplines—history, English and the school media specialist—accompanied the Russian language teacher on the exchange program to St. Petersburg. Through these collaborative endeavors, students are able to benefit from the expertise of teachers outside the language department and the language teachers are appreciated for the depth and breadth of their knowledge.

Interdisciplinary Focus

In Glastonbury, the study of language and culture is not confined to the language program. Recently, the foreign language curriculum director served on the review committee of the K-12 social studies curriculum; in turn, the social studies curriculum director served on the review committee of the language program. As a result, the foreign language curriculum topics are organized so that they parallel topics being presented in social studies.

In the elementary grades, the new history-social studies framework emphasizes particular world areas at different grade levels. The elementary school Spanish teachers correlate the thematic topics they present with the topics presented in social studies at approximately the same time of year. Second graders, for example, study Mexico in their social studies curriculum and the Spanish teacher focuses on the country of Mexico for the entire second grade. In grade six, when world geography becomes the primary focus of the social studies curriculum, students in French and Spanish look at the entire world, with special emphasis on areas where the languages are spoken. In grade seven, students in French, Spanish, and Russian study the role of their respective countries in coordination with the time period being studied in world history.

The same happens in the study of U.S. history: in grades eight and ten, where U.S. history is the focus, the role of immigrants in the development of the history of the U.S. is emphasized for the entire year. At the high school level, foreign language teachers emphasize culture and history topics about Africa, Latin America, and Eastern Europe in their study of French, Spanish, and Russian. Certainly, the study of Latin is correlated with the study of the ancient world at the high school level. Unfortunately, teachers are rarely given common planning time across disciplines, although this would be a natural outgrowth of the braiding of the two curricular areas.

> *I think there is a strong impact of learning a second language on learning in general. I am ashamed to say as a former Special Education teacher that I would not have thought about the impact of foreign language because my students traditionally and regrettably would not have taken a foreign language. We have several students right now who are mainstreamed into Spanish but who have substantial special education needs. One has Aspergers' syndrome, a form of autism. When he entered school he didn't talk at all. We thought perhaps he was mute. He has been taking Spanish, since the third grade, and one of the first people he ever spoke to was Ida Shea, his Spanish teacher. Today he participates actively in Spanish class.*
>
> ***Patricia DaSilva***
> ***Principal, Buttonball Lane School, 1995***

Similar efforts at curriculum "meshing" are going on with other disciplines. Through these types of connections and the interdisciplinary focus on exchange programs, students begin to see the need to apply other content in their learning of a language. They realize that if they are to be proficient speakers of the language, they must have some meaningful information to communicate with people in communities both at home and abroad.

Community Commitment

As important as curricular understanding and unification are both within the foreign language program and across disciplines, it is also vital to communicate to the public that these activities are occurring in the schools so that the public continues to be an advocate for language programs. We invite parents of elementary students to participate in classes during National Foreign Language Week. During these special lessons, classrooms are jammed with parents and grandparents who are delighted to see young children speaking and using the language. Additionally, all elementary school newsletters contain a weekly column on what is happening in the language classroom. Because many parents have not studied a language at the elementary grades, they are not sure what is possible, so our elementary teachers keep them apprised of classroom activities and ways of working with their children at home to use the language.

For students who are new to the district, a parent packet of material, including an audio tape, is made

. . . it is also vital to communicate to the public that these activities are occurring in the schools so that the public continues to be an advocate for language programs.

available so that parents can help their child enter the curriculum.

In grades six through twelve, information is provided through school newsletters and two local newspapers that serve the community. The language teachers have an annual goal of publicizing the activities that involve students.

As the students continue to love learning languages, they convince others that it is important to study hard and do well in their language classes.

Parents as Advocates

As mentioned, parents are invited to Foreign Language Week celebrations that draw crowds of between 500-800 people. Students from every level perform at these events so parents can see the potential progression of their child's skills throughout the grades.

Throughout the school year, parents and community members serve as representatives on curriculum studies and on the development of school policies that relate to the language program, such as a recently-adopted International Travel Policy.

Furthermore, parent orientation creates many advocates for the language program by involving parents in the preparation for exchange programs and their children's travel abroad. While their children are gone, parents learn about the cross-cultural and linguistic issues that arise in foreign travel and how they can be dealt with in a positive manner.

While it is important that our students travel abroad, it is also very important that we bring students from other countries to stay with families in Glastonbury. Annually, we host foreign exchange students, as well as students from both of our official exchange schools in the former Soviet Union and Morelia, Mexico. These host parents serve as advocates of the program long after their children have graduated from our high school.

Conclusion

Certainly, the language program has been supported by the parent community over the years. However, support is neither certain nor automatic. The teachers and the curriculum director continually work to maintain a high level of community involvement. From the parent open houses to community-wide international celebrations, something is always taking place that involves students and their families.

Students also organize a number of events. After-school clubs in grades six through twelve, language contests, and immersion experiences are all partially planned by students. As the students continue to love learning languages, they convince others that it is important to study hard and do well in their language classes.

Finally, the success of the program is testimony to the outstanding program staff, who love languages themselves, and who know how learning a language can change one's life forever.

Reference

S. Soper (Ed.). (1995). The case for foreign languages. The Glastonbury language program [entire issue]. *Perspective, Council for Basic Education 7* (2).

Children's Classroom Creations

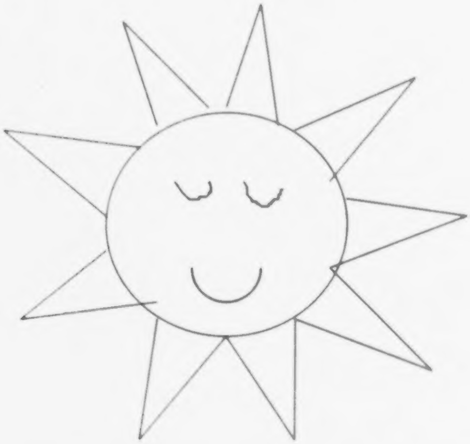
The report below was prepared by a fourth grade student as part of an interdisciplinary study of the solar system. Students learned about the solar system in English in their regular classroom and reinforced that topic by reading, writing, and taking part in discussions on the topic in Spanish.

Each student then wrote a short report in Spanish on their favorite aspect of the solar system. To complete their report, they used the same editing steps that they use when writing in English. The hand-written reports were then taken to their computer class where they used a bilingual word processing program to create the final copy with illustrations.

Finally, students shared their reports in small groups and used the information in their reports as the basis for discussion. Thus, this project integrated three different skill areas into one assignment. Best of all, it was well-received by the students.

El Sol

Es una estrella. No es un planeta. Es el centro del sistema solar. No tiene lunas. El sol es grande. No tiene aros. Los planetas giran alrededor del sol.



Christy Smith

The Sun

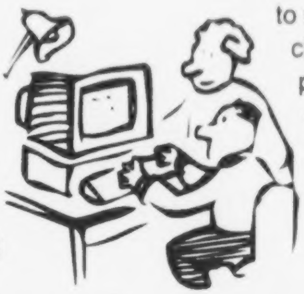
It is a star. It is not a planet. It is the center of the solar system. It does not have moons. The sun is big. It does not have rings. The planets rotate around the sun.

Christy Smith
Grade 4
Arnold Elementary School
Lincoln, Nebraska
Karen Bowley, Spanish Teacher
Sherry Talbitzer, Computer Teacher
Cathy Goodrich, Tina Mueller, and Marty DeHaven, Fourth Grade Teachers

But I Only Have E-mail—What Can I Do?

Jean W. LeLoup
Assistant Professor of Spanish
SUNY Cortland, New York

Electronic communications technologies are proliferating at an amazing rate. The *good* news for foreign language (FL) teachers is that these technological developments are putting us within relatively easy reach of a wealth of materials, information, and FL resources to use in our classrooms. School districts are scrambling to provide teachers with the technological framework and rudimentary conduits to enable access to these materials. The *bad* news is that many teachers who want to venture onto the Internet are still without the basic Internet access that would allow them to use *all* the resources there, including those on the World Wide Web (WWW).



While this is frustrating in the short run, this access will come eventually, albeit sooner to those districts in which it is a high priority. In the meantime, FL teachers have several other options that are as close as the phone line. This article will briefly discuss one of the most basic communications technologies of the Internet—electronic mail (e-mail)—and will show how it can serve FL teachers by enhancing their curriculum, improving their FL contacts, and facilitating their own professional development.

. . . nearly everyone has access to e-mail through a dial-up connection.

Either at school or at home, nearly everyone has access to e-mail through a dial-up connection. Most schools now have some level of Internet access that may range from one phone line into the library, to several dedicated lines connecting a computer laboratory to the Internet, to a very fast frame relay T1 connection. Many schools even offer e-mail accounts to the faculty for school use. Check with the district technology or media specialist to ascertain what your particular facilities and possibilities are and, if possible, how you can get your own e-mail account. Another option, of course, is to use a commercial provider (e.g., AOL, CompuServe, Prodigy).[1]

Access to e-mail opens many doors to FL teachers that can lead to such diverse options as class activities and projects, professional development opportunities for the teacher, direct FL communication with native speakers, and pedagogical support.

Participation in an e-mail discussion group or "list" is a good first step. A list is a discussion group on a topic of common interest to the subscribers. Literally thousands of lists exist on the Internet and, in actuality, hundreds are dedicated, or related in some way, to FL learning and instruction (Bedell, 1993).

These lists can be singularly esoteric, or broad and diverse in nature; the determining factors are interest and membership support, which can also have an impact on their stability and permanence. Should you choose to join a discussion group or list, please be aware that there is much to know in terms of mail settings, "netiquette" of participation, and general list protocol.[2]

E-mail lists can be valuable resources for FL teachers. Through participation in the discussions of the lists described below and many others, teachers can become involved in a professional dialogue about any aspect of teaching or language they wish.

Exchanges ranging from theoretical discussions to practical suggestions for enhancing classroom activities, to comments on textbook series, to advice about travel companies for student trips abound. This collegial exchange is a way for FL teachers to participate in on-going professional development and networking (LeLoup & Ponterio, 1995a).

In particular, teachers who are "singletons" in their respective districts—those who live in small towns or areas where direct FL influence is relatively inaccessible—and those whose districts cannot, or do not, fund FL conference attendance, find participation in e-mail discussion groups to be a wonderful way of ameliorating their isolation and staying current with developments in the field.

Some lists will help improve the FL competence and cultural knowledge of its members through regular "conversations" with native speakers. Many lists routinely post announcements of local, state, regional, and national FL conferences as well as other professional development opportunities.

Connections made through lists can also be a source of partner classrooms for projects (Hofmann & Hubatsch, 1994). Finally, participation on e-mail discussion lists is completely voluntary, and list membership is free of charge.

A few lists that may be of particular interest to K-8 FL teachers are discussed below to give you an idea of the possibilities open to you.

. . . teachers can become involved in a professional dialogue about any aspect of teaching or language they wish.

To subscribe to a list, send a message to the subscription address listed. Say in the message:

SUBSCRIBE LISTNAME FIRSTNAME LASTNAME

(where LISTNAME is the name of the list [e.g., FLTEACH], FIRSTNAME is your first name, and LASTNAME is your last name). Then send the message without a signature.

FLTEACH: The Foreign Language Teaching Forum[3] (FLTEACH) serves as a forum for communication among FL teachers at all educational levels and across geographic boundaries. Its primary goal is to improve communication among the professionals involved in teaching and training of student teachers for certification in language teaching. Its audience includes FL professionals from all levels of instruction including business and government, and anyone involved in developing or implementing FL curriculum or engaged in the certification process for pre-service FL teachers. FLTEACH is literally "the FL teacher's flagship for information and discussion on methods as well as for access to specific teaching materials (handouts, activities, lesson plans, syllabi, software, CALL, etc.) and other resources" (Finnemann, 1996).

Subscription Address:
LISTSERV@LISTSERV.ACSU.BUFFALO.EDU

CGF-activities: The Classe Globale de Français supports activities involving communication among students of French through participation in inter-class projects. Teachers subscribe their classes and then the students take part in organized projects in the FL. CGF collaborates with Eurosesame (gopher://gopher.citi2.fr:70/11/eurosesame), an umbrella organization that links similar groups from around the world.

Subscription Address:
listserv@cren.net

EDUFRANCAIS: EDUFRANCAIS is an international list where French teachers at all levels and in all countries can exchange cultural and linguistic information about France and other francophone countries.

Subscription Address:
listserv@univ-rennes1.fr

ESPAN-L: ESPAN-L is a list for teachers and speakers of Spanish. Discussion includes a wide range of topics from cultural notes to grammatical points. Native and non-native speakers ask and receive language-related information on this list.

Subscription Address:
LISTSERV@UACSC2.ALBANY.EDU

IECC: The Intercultural E-Mail Classroom Connections (K-12) list provides a service for those FL teachers seeking partner classrooms for international and cross-cultural electronic mail exchanges. It is not a list for discussion or for people seeking individual penpals. There are also related IECC mailing lists such as those for teachers seeking classroom partnerships in Higher Education (IECC-HE), one for any kind of e-mail project announcements (IECC-PROJECTS), and one for discussing strategies for using e-mail in an educational setting (IECC-DISCUSSION). The latter list is quite helpful for those wishing to embark on penpal projects or to incorporate this electronic resource into the curriculum. It offers suggestions for optimal success and also discusses typical pitfalls, all from the reference point of seasoned users.

Subscription Address:
IECC-REQUEST@STOLAF.EDU

KOTOBAX2: This unmoderated discussion list aims to be an information clearinghouse for parents and educators of bilingual children of Japanese and other languages, whose concerns include issues and problems related to raising bilingual children. Any questions about language resource materials, language use in a family, schooling, raising children bilingually, etc. are welcome.

Subscription Address:
listSTAR@humnet.ucla.edu

LCTL-T: is a less commonly taught language teacher discussion list for all languages, with the exception of English, Spanish, French and German.

Subscription Address:
LISTSERV@VM1.SPCS.UMN.EDU

LIM-A: is a discussion list for teachers, administrators, and parents involved with language immersion programs.

Subscription Address:
LISTSERV@VM1.SPCS.UMN.EDU

LLTI: The LLTI (Language Learning and Technology International) serves as a distribution point for information on language learning and technology, language lab technology, computer supported language learning, interactive video, interactive audio, language workstations, international standards, conversions, compatibilities and more, with an international perspective. LLTI considers itself a forum and a databank. Subscribers are able to post notes and queries as well as to search databases on specific topics.

Subscription Address:
LISTSERV@DARTMOUTH.EDU

LTEST-L: Language Testing Research and Practice is an open forum for discussion on issues pertaining to language testing, theory, and research. The members are mainly university professors and graduate students but there are also researchers in such institutions as the Educational Testing Service. Membership is open to anyone and includes individuals from many countries.

Subscription Address:
listserv@psuvm.psu.edu

RIBO-L: Ribo-L is a list for German and English discussion. Postings are in both languages and the topic range is general in nature.

Subscription Address:
LISTSERV@URIACC.URI.EDU

SLART-L: is for those involved in or interested in second or foreign language acquisition research and/or teaching (SLART). This list is intended as a means of forming a "community of scholars" in SLA. Individuals may choose to discuss research in progress, "publish" papers for feedback, solicit advice, etc.

Subscription Address:
listserv@cunyvm.cuny.edu

TESLK-12: is for teachers of English as a second or foreign language to children. Although primarily an academic discussion forum for teachers of children around the world, the list is open to all other interested parties. The discussion focuses on the teaching and learning of English as a second or foreign language in primary and secondary schools around the world. The TESLK-12 project is a collaborative project of the City College of New York, the City University of New York, and the Department of Education of the State of New York.

Subscription Address:
listserv@cunyvm.cuny.edu

An alternative to joining e-mail lists is participation in USENET newsgroups, if your service provider offers that option. Postings are read via a news reader, which keeps track of what messages have or have not been read in a particular thread or discussion topic. You can log on, select a thread, find the new messages, and read them. You can also initiate threads and post responses, much as you would post something on a bulletin board—another name frequently used for these groups.

Participation in newsgroups is a popular way for many people to access information about a desired topic because it does not fill the user's mailbox; the only information stored on the user's computer is a log of which messages have been read.

Ironically, this advantage also becomes a drawback at times. Ease of participation allows readers to come and go from topics in an irregular fashion, and a collegial or supportive atmosphere often does not result.

These groups are also open to anyone and everyone who has the necessary technological access and, at times, "anyone and everyone" add their two cents' worth. As a consequence, the newsgroups tend to be less focused than a regular discussion list.

Newsgroups do provide a relatively easy and inexpensive way for students and teachers to make contact, and engage in conversations, with peers teaching and studying their particular FL. Several groups targeted specifically towards the support of K-12 foreign language instruction are briefly outlined below. (Instructions for accessing newsgroups are not included here because they vary according to the service provider.)

Newsgroups do provide a relatively easy and inexpensive way for students and teachers to make contact. . .

To access these newsgroups:

k12.lang.russian
Topic: Russian Conversation
Submission Address: k12.lang.russian
Keywords: Russian Language Education

k12.lang.francais
Topic: French Conversation
Contact Address: Robert Brault
Submission Address: k12.lang.francais
Keywords: French Language Education

k12.lang.deutsch-eng
Topic: German Conversation
Submission Address: k12.lang.deutsch-eng
Keywords: German Language Education

k12.lang.esp-eng
Topic: Spanish Conversation
Submission Address: k12.lang.esp-eng
Keywords: Spanish Language Education

Still other newsgroups exist as a forum for discussion of a target language culture. In any of these groups, the discussions can range from very supportive to argumentative and contradictory. As with any other resource, teacher exploration, investigation, and supervision are advised. These groups can be located via the news reader under the following headings:

soc.culture.europe
soc.culture.french
soc.culture.italian
soc.culture.latin-america
soc.culture.mexican
soc.culture.spain

In addition to membership in e-mail discussion lists and participation in newsgroups, FL teachers can design activities and projects using e-mail that enhance their curriculum and provide their students with meaningful opportunities to engage in direct communication with FL speakers. The present FL curricular emphasis on using language, not just learning about language, calls for instruction and activities that prepare students for authentic conversational situations and that provide them with an understanding of the target culture that far transcends superficial textbook information.

Relationships forged through these projects can have a profound impact on the students involved. . .

Implementing and directing a project between one's class and a partner class in another country can be a rewarding experience, and it can be accomplished relatively easily via e-mail. Projects can be short-term or last the entire school year or even longer; they can have simple parameters or be quite elaborate with far-reaching goals and objectives (Knight, 1994). Relationships forged through these projects can have a profound impact on the students involved, changing forever their perspectives on the foreign culture and language (Shelley, 1996).

Perhaps by this point your brain is brimming with ideas for ways to incorporate e-mail and all its possibilities into the FL classroom—great! For many teachers, however, this is a daunting task. Fortunately, many FL teachers have already ventured into the world of e-mail and have designed creative activities and projects for their classrooms; there is no need to reinvent the wheel.

Along with ideas gleaned from e-mail discussion groups, you may wish to refer to *Virtual Connections*, a volume of activities using the Internet (Warschauer, 1995). The 125 activities in this book were submitted by your FL colleagues at all instructional levels; all activities are detailed using the categories of content, description, and evaluation. The examples in this resource can serve as an excellent beginning point for enhancing the curriculum with technology.

Clearly, important considerations for incorporating e-mail, or any communications technology, in your classroom must include curricular relevance, pedagogical rationale, and course objectives. With critical attention to these crucial points, and with information and knowledge gained through participation in the groups discussed above, you will be well-prepared to begin integrating technology into your lessons.

Not so long ago, direct communication with FL speakers was possible only in person and accessible to those schools located mostly in large metropolitan areas where the chances of having a sizable international population existed. Realia gathered on too-infrequent trips abroad often supplied a large part of the cultural information imparted to students.

Modern communications technologies have shrunk our world even more than the airplane has, and the foreign countries that once seemed so far away are now a phone line away. Innovative and adventuresome FL teachers willing to experiment with these technologies can provide their students with authentic language input, output, and culture on a regular basis. The FL and culture can come alive in their classroom as never before.

The FL teachers themselves can get professional development support, maintain a relationship with colleagues around the world, improve their own FL skills, and, in general, enhance their teaching and their students' learning. Not bad for just having e-mail.

Notes

[1] It is important to investigate these companies and their offerings thoroughly in order to get the best deal for your particular needs. Careful comparison shopping and a good understanding of how the rates work are "musts" when deciding on a service provider.

[2] For an extensive discussion of these issues, see LeLoup & Ponterio, 1995c.

[3] For a more extensive discussion and explanation of FLTEACH, see LeLoup & Ponterio, 1995b.

References

Bedell, S. (1993). Review of electronic lists for language learning. *Athelstan, 5,* 13-15.

Finnemann, M. D. (1996). The World Wide Web and foreign language teaching. *ERIC/CLL News Bulletin, 20* (1), 1, 6-8.

Hofmann, A. N., & Hubatsch, I. (1994). American students of German in northern California and Colorado correspond via Internet E-mail with students in Germany. Electronic article stored in FLTEACH archives and accessible via the following paths: gopher://gopher.cortland.edu:71/FLTEACH/flteach.penpals

Knight, S. (1994). Making authentic cultural and linguistic connections. *Hispania, 77 (2),* 289-294.

LeLoup, J. W., & Ponterio, R. (1995a, Winter). Networking with foreign language colleagues: Professional development on the Internet. *Northeast Conference Newsletter, 37,* 6-10.

LeLoup, J. W., & Ponterio, R. (1995b). FLTEACH: Online professional dialogue. In M. Warschauer (Ed.), *Virtual connections: Online activities & projects for networking language learners.* (pp. 375-392). Honolulu, HI: University of Hawai'i Press.

LeLoup, J. W., & Ponterio, R. (1995c). Basic Internet tools for language professionals. In M. Warschauer (Ed.), *Virtual connections: Online activities & projects for networking language learners.* (pp. 393-412). Honolulu, HI: University of Hawai'i Press.

Shelley, J. O. (1996). Minneapolis and Brittany: Children bridge geographical and social differences through technology. *Learning Languages, 2* (1), 3-11.

Warschauer, M. (Ed.). (1995). *Virtual connections: Online activities & projects for networking language learners.* Honolulu, HI: University of Hawai'i Press.

Job Opening

Montgomery County (Md.) Public Schools anticipates vacancies for immersion teachers (Mandarin, French or Spanish) in the 1997-98 school year.

Candidates should be trained elementary school teachers with native or near-native oral and written command of the target language. Preference is given to teachers with experience in immersion or bilingual settings. Teachers must be eligible for a Maryland teaching certificate at the appropriate grade levels.

Montgomery County is located in suburban Washington, D.C. and provides opportunities to teach in a district that has offered immersion for over 20 years, and to work with many veterans of immersion instruction.

Apply in writing, with letter of interest and resume to Judy Zauderer, Staffing Specialist, Dept. of Personnel, 30 W. Gude Drive, Rockville, MD 20850.

Education Under Fire:

Changes in the 105th Congress? Not Hardly!

J. David Edwards
Executive Director
JNCL-NCLIS
Washington, DC

Elections tend to force most candidates toward the moderation of the political center. But what happens after the elections are over? Legislatively, last year was characterized by a highly ideological House of Representatives committed to the elimination of education reform, educational exchanges, the national endowments, foreign language assistance, bilingual education, and professional development, among other things.

In addition, the House passed the English Language Empowerment Act making English the official language of the United States' government and also passed an immigration bill that would deny public education to the children of undocumented aliens.

Make no mistake, attacks on education are not going to cease in the 105th Congress.

In the intense negotiations that characterized the end of the 104th Congress, however, a much more moderate Senate and a determined Clinton administration prevailed and federal education spending was actually increased by over $3.5 billion.

The National Endowment for the Humanities (NEH) and educational exchanges both received reprieves and were funded at $110 and $185 million, respectively. Goals 2000 received $141 million more than last year. Professional development was increased by $35 million to $310 million ($300 million less than the President requested). Bilingual education increased by almost $40 million, but this amount is still less than the amount allocated two years ago. Foreign languages and international studies in higher education increased to $60 million, while foreign language assistance was reduced to $5 million. Research gained $12 million and technology education was a big winner with an increase of over $220 million.

Finally, the House and the Senate could not reach agreement on block grants. English as the official language legislation died in the Senate. In the immigration bill, the Senate's unwillingness to accept and the President's willingness to veto, resulted in the removal of the provision that would deny public education to undocumented children. And bills phasing out the National Endowment for the Arts (NEA) and NEH died in committee.

One thing is certain, national education policy is no longer the bipartisan, noncontroversial issue it has been in the past. The divisions are severe and serious. Make no mistake, attacks on education are not going to cease in the 105th Congress. They may become more subtle and incremental. But to cite the rhetoric and policies of the leadership in the House of Representatives, all of whom will be back in the 105th Congress—they are committed to eliminating the Department of Education; getting rid of the National Endowments for the Arts and Humanities; making education policy the sole province of the states; killing education reform and standards in the cradle; making English the nation's official language; and ensuring our children's futures by balancing the budget through education cuts.

While a few of the more extreme ideologues lost, more of last year's House freshmen are returning to Congress. Joining them will be 72 new Representatives elected in November. In the 105th, the House's composition will be 227 Republicans, 207 Democrats, and one Independent. Consequently, the nature and policies of this august body should not change very much.

Because it has different rules and represents larger constituencies, the Senate is generally more moderate than the House. Certainly, this has been the case for the last two years.

Some of the strongest supporters of education and languages have been moderate Republicans such as James Jeffords, Mark Hatfield, Arlen Specter, William Cohen and Nancy Kassenbaum. Three of these moderates retired and two of them were replaced by conservatives. Also retiring were three of languages' greatest champions: Paul Simon, Bill Bradley, and Claiborne Pell.

In this election, languages lost some good friends in the upper chamber where we have consistently had the greatest support. The Senate now has 15 new members, totaling 55 Republicans and 45 Democrats. And despite the Senate's natural moderation, the results of this election will produce a shift to the right for that body.

Finally, during its first two years, the Clinton administration accomplished greater and more sweeping education reforms than any administration since Lyndon Johnson's Great Society. Goals 2000: the Educate America Act, the School to Work Opportunities Act, the Improving America's Schools Act, a revised Head Start program, major changes in student financial assistance, and the National Service Corps were all initiated and enacted under President Clinton.

The President vetoed last year's extreme cuts in the education budget and insisted on this year's increases. President Clinton's commitment to education was a key element in his campaign and is a significant component in his agenda for his final term.

Already the "spin doctors" are interpreting the results of the election to make any public theme or mandate unclear. What seems likely is that where education is concerned, neither the President nor the House will move very far from their positions of the last two years. What may change is that a less moderate Senate is now more likely to side with the House than with the President in the debate and decisions that will effect national education policy. It is possible that this scenario could be mitigated by a loud and clear message from the American public supporting the national role in education. But that's up to you.

In this election, languages lost some good friends in the upper chamber where we have consistently had the greatest support.

NNELL Members Work Locally to Promote Languages

Kay Hewitt
Political Action and Advocacy Chair
Lexington, South Carolina

Do you know someone who exhibits exemplary political action and advocacy?

NNELL's state representatives are beginning to have a powerful impact on foreign language education nationwide! Read about the wonderful work completed in just a few months by our California State Representative, Katia Parviz-Condon—certainly a role model for our state representatives (see page 22). Congratulations to the Kansas NNELL session leaders who won the "Best of Kansas" award for their session, and thanks to Kansas State Representative, Penny Armstrong, who informed NNELL of this honor (see page 20).

At the NNELL Executive Board meeting at ACTFL in November, seven honorary certificates were awarded for "exemplary political action and advocacy." The recipients, who are members of NNELL, had been nominated by their state representatives:

- ★ Marty Semmer, Colorado
- ★ Jan Couseric, Florida
- ★ Sue Bizerra, Florida
- ★ Mary Sosnowski, Massachusetts
- ★ Mary Lynn Redmond, North Carolina
- ★ Pamm Greene, Ohio
- ★ Loraine Shand, Vermont

If there is someone in your state whom you would like to nominate, contact Kay Hewitt (see address on last page of this journal).

Now for a report on some of the political action and advocacy efforts reported by state representatives:

Alabama: Alabama has established an advocacy committee with Kathie Gascoigne (Elementary) and Beth Johnson (Secondary, Post-Secondary) serving as co-chairs.

Florida: Florida established a Political Action Committee at their state conference in October 1996. NNELL member Jan Couseric was instrumental in devising a statewide political action plan at that conference. A state-wide NNELL newsletter, which advertised workshops and encouraged advocacy efforts of all members, was distributed before the conference by Sue Bizerra, NNELL state representative.

Massachusetts: Mary Sosnowski, state representative for NNELL, reports that the Massachusetts Foreign Language Association actively protested the proposed "English Only" legislation in the U.S. Congress through a letter writing campaign. A state mandate to assess students in the core curriculum areas was recently amended by the State Board of Education, but world languages was removed from the testing timeline for 1998. Foreign language professionals in the state of Massachusetts are presently petitioning the State Board of Education and its Commissioner, John Silber, to reinstate world languages in the 1998 assessment timeline.

North Carolina: In North Carolina, the political action and advocacy committee was formed in 1995 and is co-chaired by Sylvia Thomas and Dr. Burgunde Winz. The committee, Advocacy for Second Languages in North Carolina (ASLINC), meets at the annual fall conference and spring workshops of the Foreign Language Association of North Carolina (FLANC). To date, the committee has been active in the promotion of foreign language study and in implementing strategies to maintain the programs in the elementary grades through grade 12. ASLINC has published a brochure entitled "North Carolina and Foreign Languages - A Worldly Combination" that is available to teachers, administrators, parents, community leaders, school board members, and politicians. It also has formed an alliance with the Foundation for International Education. Through the Foundation's support, FLANC will be able to implement statewide initiatives that promote K-12 foreign language study.

Ohio: The Ohio Foreign Language Association has a well-established Political Action Committee with Pamela Greene as their Chairperson. Pamela advocates for all levels of foreign language learning including the elementary school level. The Political Action booth at the Ohio Foreign Language Association Conference that she runs allows foreign language professionals to call their legislators or write letters to them from the booth. Recently, Senator John Glenn was given the "Non-Educator Friend of Foreign Language Award" at the 1996 State Conference. Ohio feels that it is important to highlight its legislators who are supportive of their profession and concerns.

Vermont: The active 14-member Vermont Foreign Language Association Board acts as a Political Action Committee on an "as needed basis." Lorraine Shand serves on this Board because of her membership with NNELL. The theme for their Association's Fall 1996 Conference was "Advocacy." The guest speaker was Dr. J. David Edwards, Executive Director of the Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS).

Legislative Alert

At this time of critical budget decisions which will affect the quality of American education into the 21st century, and legislation such as Official English which threaten the civil rights of many Americans, it is crucial that your Senators and Representatives know how you feel about these and other legislative issues. It is especially urgent that you contact those legislators who consistently support education as well as those who continue to underfund and undervalue public education.

Written by Pamm Greene, Chair, Political Action Committee for News from the Hill. Reprinted by permission from *The Cardinal*, Vol. 35, No. 1. p. 37.

Sources of Support

For most (65%) states, the biggest reported supporters (of foreign language education) were their state Boards of Education. The largest percentage of reported critics were the state legislators. Forty percent of state governors made no public comments about language instruction. This information indicates two immediate needs: 1) the need to educate governors on the importance of language instruction and 2) the need to inform legislators (and reverse their opinions) about the importance of language instruction.

Reprinted by permission from the 1996 JNCL/NCSSFL State Survey Executive Summary.

"Best of Kansas" Awarded to NNELL Session

Congratulations to the presenters of the NNELL session at the Kansas Foreign Language Association (KFLA) annual conference held October 11, 1996—this session was selected "Best of Kansas!" The award is especially significant because it was given by an organization that is traditionally oriented towards middle and high school language teaching. It is even more of an honor considering that this was the only elementary school foreign language session on the program and it was scheduled at 8:00 a.m.—at the same time as the workshop presented by the keynote speaker.

The team that presented includes two French teachers, Stephany Orr and Marie-Elise Rothstetter, and two Spanish teachers, Leslie Mason and Kathy Smith. They are from the Blue Valley School District in Overland Park, Kansas, where their supervisor is Diane DeNoon, District Coordinating Teacher of Foreign Language K-12. Blue Valley has committed to an elementary school foreign language program that is being implemented incrementally and will be fully in place in all 15 elementary schools (kindergarten through fifth grade) in the year 2000.

Penny Armstrong, the Kansas NNELL Representative who provided information on this important award to the NNELL Executive Board (through her regional representative, Debbie Wilburn Robinson), commented, "There appears to be a groundswell of interest in FLES among secondary language teachers here in Kansas. One of the frequent comments made on the overall conference evaluations by participants was that there should be more sessions next year directed towards elementary foreign language interests."

Penny reports that the KFLA board has expressed a desire to work cooperatively with the KS-FLES organization, promoting conferences and sharing resources and information.

Nominate a Colleague for NNELL Executive Board

NNELL is currently seeking nominees for the executive board positions of second vice-president and secretary. Nominations of current NNELL members should be sent no later than March 15 to: Eileen Lorenz, Academic Programs, Montgomery County Public Schools (MCPS), 850 Hungerford Drive, Rockville, MD 20850. E-mail: elorenz@umd5.umd.edu

Mail ballots will be sent out to members in April; results of the election will be announced in the Fall 1997 issue of *Learning Languages*.

The second vice president serves a one year term and succeeds to the office of first vice-president, president, and immediate past president, serving a total of four years on the executive board.

The secretary serves a two year term, and is responsible for preparing and mailing the minutes to board members and maintaining the historical records.

As well as completing the duties assigned to their position, nominees must agree to attend the annual NNELL executive board meeting held one to two days prior to each November conference of the American Council on the Teaching of Foreign Languages. The 1997 NNELL Executive Board meeting will be held on November 19 (afternoon) and 20 (all day), in Nashville, Tennessee.

Children's Drawings Requested for 10th Anniversary of NNELL

Be a part of NNELL's 10th anniversary celebration by submitting your students' artwork for possible publication!

Several selected drawings will be featured in the 10th anniversary issue of *Learning Languages* to be published in the fall of 1997. Other drawings will be used as placemats at the 1997 NNELL Swap Shop Breakfast held at the meeting of the American Council on the Teaching of Foreign Languages (Nov. 20-23, 1997).

Have your students use 8 1/2" x 11" white paper and ask them to make the drawings based on a theme related to foreign languages. Students may use crayons or markers. On the back have each student write his/her name, address, and grade. Artwork from students in grades kindergarten through eighth grade may be submitted.

If published in *Learning Languages*, your student will receive a letter of thank you from the editor. If used as a placemat, we will encourage the Swap Shop attendee who receives the placemat to write a thank you note to the student, encouraging the student to continue to study a foreign language.

Send student drawings by May 1, 1997, to: Editor, Marcia H. Rosenbusch, *Learning Languages*, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011.

This idea comes to us from the Ohio Foreign Language Association and the Foreign Language Association of North Carolina.

Kinder lernen Deutsch Video Prepared

Scenes of children learning German, information about effective planning and teaching strategies, glimpses into German elementary school classrooms—these are the building blocks for a new *Kinder lernen Deutsch* videotape. Funding from the German government has made possible the use of existing footage and the filming of new sequences for a 15- to 20-minute videotape focused on the characteristics of effective German instruction at the elementary school level.

This videotape is designed to be used either alone as an introduction to effective foreign language instruction for children, or as a source of examples for longer presentations about German for children. It emphasizes the importance of meaningful context, the effective use of the target language, and the role of story and play in child-appropriate instruction.

Carol Ann Pesola and Rita Gullickson, the primary writers and editors of the video, are both staff members in the summer program at Concordia College.

For more information contact: The American Association of Teachers of German, 112 Haddontowne Court #104, Cherry Hill, NJ 08034; 609-795-5553; Fax: 609-795-9398; E-mail: 73740.3231@compuserve.com; Website: http://www.stolaf.edu/stolaf/depts/german/aatg/index.html

Katia Parviz-Condon Promotes Early Language Learning

Congratulations to NNELL's California State Representative, Katia Parviz-Condon! She has accomplished a tremendous amount in the short time she has been a state representative. The following list of activities is excerpted from Katia's report to her regional representative, Elena Steele, who shared it with the Executive Board at their annual meeting at ACTFL in Philadelphia. Bravo, Katia!

1. In early June, I completed a mailing to 60 California independent schools in which I sent NNELL brochures to the K-8 foreign language teachers.
2. As a result of the mailing, I was asked to visit The Country School in North Hollywood, the John Thomas Dye School in Bel Air, as well as the Center for Early Education in West Los Angeles. All are interested in beginning a FLES or FLEX program. I provided the schools with a NNELL resource list, as well as other materials that could be useful for the implementation of a program. I emphasized the importance of a clearly articulated sequential program.
3. My school, Viewpoint School, Calabasas, CA will host the California Association of Independent Schools (CAIS) Faculty Professional Day in March of 1997, at which I distributed brochures and promoted NNELL membership. Expected at this event were 80-150 participants from Southern California.
4. I will conduct a FLES/NNELL Networking Session at the annual conference of the California Teachers Language Association (CLTA) in Anaheim, April 19, 1997.
5. As the California Representative, I have also written to President Clinton, as well as Senators Boxer and Feinstein to express my concerns over the "English Only" bill.
6. My next project consists of contacting local school districts as well as foreign language departments of colleges and universities in the area to advocate for early language learning.
7. I will be contacting MCLASC (regional organization for Southern California) with the hope of including a short description of NNELL in their newsletter and my name as a contact person.

Overseas Opportunity Offered

The International Visiting Teacher Program provides opportunities for K-12 teachers to work alongside an overseas colleague for 3 to 4 weeks during the summer. Earn 6 semester graduate credits. Placements are available worldwide in 30 countries and in all disciplines, and are personalized to meet your needs.

For more information contact:

Dr. Carol LeBreck, Director
University of WI-River Falls
410 S. Third Street
River Falls, WI 54022-5001
Phone: 715-425-3778;
Fax: 715-425-3696;
E-mail: Carol.K.LeBreck@uwrf.edu
Website: http://www.uwrf.edu/ivtp/welcome.html

Activities for Your Classroom

—Let's Have Fun with Bracelets!—

Odile McNally
Viewpoint School
Simi Valley, California

Objective:
Students in grades K-2 will correctly identify colors.

Materials:

- Colored plastic bracelets - the more the better!
- Wrapping paper roll with a small diameter, or a long, thin stick
- Box or paper bag

Procedure:
Seat students in a circle. Put all bracelets in a surprise box or bag. Shake it and ask students to guess what is in the box or bag.

Drop the entire contents on a desk in front of you, pick up one bracelet, and ask students to identify the color. Or, pull out one bracelet at a time from the box or bag. If a student identifies the color correctly, he/she keeps the bracelet.

Next, pass out the rest of the bracelets to the students. Make sure that each student says, *"Merci!"* (Thank you!)

To reinforce the names of the colors, tell students to *"Donnez-moi les bracelets rouges"* (Give me the red bracelets).

Circulate around the room while students place the red bracelets on the wrapping paper roll or stick you are holding. Do this quickly. Students must call out the color as they place the bracelet on the roll. Automatically, the students will say *"Rouge, rouge, rouge"* (Red, red, red) in an urgent tone of voice!

When all bracelets have been placed on the roll, ask students to count to three, then drop all the bracelets at once into the bag.

This activity can be repeated with other colors. As a culminating activity, have a student play the role of the teacher and call out the color of bracelets he or she wants.

NNELL believes that your success stories should be shared! We have included here the first of what we hope will be a series of stories about successes in early language learning that we will share. If you have such a story, contact the Editor to explore the possibility of preparing it for publication in Learning Languages.

How a Foreign Language Program Blossomed: One School's Story

Josephine Konow
Spanish and Italian Teacher
Hudson Middle School
Hudson, New York

Four years ago I was beginning my twentieth year of elementary school teaching and had a sixth grade assignment at the Hudson Middle School in Hudson, New York. Knowing that I was an instructor of Italian in the Language Immersion Program at SUNY New Paltz and had instructed adult education courses at Columbia Greene Community College, the superintendent of our district approached me with the idea of becoming involved in a student exchange program with Italy. We would be part of New York State's PEACE program (Partners in Educational and Cultural Exchanges).

I was delighted and immediately shared the news with my homeroom class. I incorporated Italian lessons into our program once a week and before long my sixth grade colleagues were requesting lessons for *their* classes. We arranged a swap—I would teach a foreign language lesson in their classes in exchange for their teaching a writing lesson or map skill with my homeroom. That spring, my principal approached me about teaching Spanish and Italian full-time to our fifth and sixth graders during the following school year.

By September's opening day, we had a schedule in place. I taught 14 classes, and a fifth grade colleague with Spanish certification taught 2 classes for a total of 16 thirty-minute language classes that met every other day. Our fifth grade classes enjoyed a program in which they learned about other people and countries of the world besides learning Italian and Spanish, each for half of the year. At the conclusion of the year, parents and students selected the one language to be studied in sixth grade.

We spent one glorious week with pen-pals and teacher-partners with whom we had been exchanging letters, photos, and phone calls.

Meanwhile, interest and participation in our student exchange program grew. In the fall of 1992, 24 students and 8 teachers traveled to Venice, Italy for the field trip of a lifetime. We spent one glorious week with pen-pals and teacher-partners with whom we had been exchanging letters, photos, and phone calls. Then, a week after our return to New York, our new Italian friends visited us here in our school and homes. This exchange was the highlight of our school year. In fact, the principal of the Italian school wanted our exchange to continue because of its tremendous success and the goodwill it created. His wife, also a middle school principal who came to the U.S. as our guest, eagerly wished for such a program with her school. Thus, plans were made by the Italian and U.S. administrators for the following year's exchange.

By school year 1993-94, our foreign language program expanded to seventh grade, and we were happy to increase our class time to one full 39-minute period per class, every other day. We borrowed a high school

Spanish teacher for one period per day, and were now teaching all grade levels from fifth to twelfth grade. Our second Italian exchange took place in the fall of 1993, with our pen-pals traveling to the U.S. first, then we visited Venice in the spring of 1994. Thus far, 48 of our school's students have participated in our exchanges, and our expectations are high for its continuance.

In the 1995-96 school year, we added yet another Spanish/Italian teacher to our blossoming foreign language department. We three teachers are fortunate to have a common planning time every morning. We are energetic and our spirits wear sombreros as we sip cappuccino to solve the problems of our day. Although we share two rooms, we make lemonade from lemons and call it cozy. As for our third exchange—those permission slips are coming in fast, and we have booked our Alitalia flight.

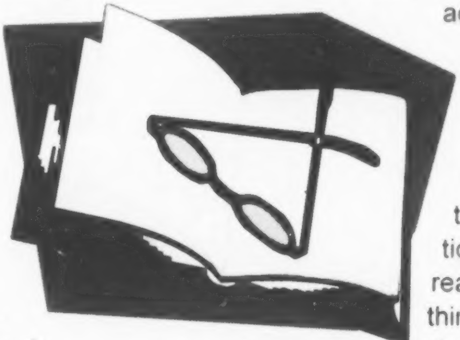
There is one more positive note to report—with our supportive administration, we are striving to expand even further. Hopefully, we will soon embrace the fourth grade into our fold!

Book Review

Jennifer Locke
Center for Applied Linguistics

Makin, L., Campbell, J., & Jones Diaz, C. (1995). *One Childhood Many Languages: Guidelines for Early Childhood Education in Australia.* Pymble, Australia: Harper Educational Publishers.

Available ($31) from Julie Holt, Export Manager, Addison Wesley Longman, 95 Coventry St., P.O. Box 1024, South Melbourne, Victoria, Australia 3205; Fax: 011-61-3-969-10838; E-mail: JulieH@awl.com.au



Although written for an Australian market, *One Childhood Many Languages* covers many early language learning issues that are common in the U.S., such as early language development, bilingualism and biliteracy, program planning and related implications, and serving culturally and linguistically diverse backgrounds.

The book provides a theoretical examination of critical issues related to the acquisition of one or more languages during early childhood. Written for students, teachers and caregivers, the book skillfully translates theory into practice. The authors stress the interactive and individual nature of learning, the importance of providing a cultural context, and the need for educators to take account of children's previous knowledge, backgrounds and special needs. Reader activities in the form of suggestions for further reading, questions to think about, role playing activities, and discussions are provided at the end of each chapter.

Note: Author Laurie Makin is a recent contributor to *Learning Languages.* She authored "Bilingualism in Early Childhood Education: What Do We Do?" in Vol. 1, No. 3, Spring 1996.

Proficiency Testing for Middle School: Voyage à EPCOT/*Viaje a EPCOT*

Margaret Keefe Singer
Louisiana Department of Education
Baton Rouge, Louisiana

In Louisiana, as well as in other states, classes of graduating eighth grade students go on end-of-the year class trips. Many of these groups travel to exciting places they have never been before, such as EPCOT Center in Orlando, Florida.

When a group of middle school and high school French teachers were asked to invent a context for Louisiana's Eighth Grade French Proficiency/Credit Exam, they constructed test components based on real-life situations, such as students would encounter on their class trip.

The teachers chose EPCOT as the context because it represents one possible situation in which students could actually encounter speakers of the languages they are studying.

After the Eighth Grade French Test was completed, Spanish teachers reviewed it and found the EPCOT theme usable for testing Spanish students as well. Thus, in the 1995-96 academic year, both the French and Spanish tests were piloted in Louisiana schools. Currently, Louisiana is writing its standards framework for foreign languages, and the tests are being adapted to the standards.

Local school systems have been exploring the use of the instrument as a potential information source for placing students into second year high school courses. This test is also likely to impact teaching in the classroom since activities are highly communicative and contain examples of higher level thinking skills.

The test activities are constructed to assess performance in the four language skills of speaking, listening, reading and writing, based on the functional objectives found in the Louisiana State Department of Education Curriculum Guide (Bulletin 1734). The four skills are represented in the various activities and are interwoven throughout the storyline of the test, just as one might encounter them in real-life situations.

The individual items on the test are grouped into contextualized real-life situations that are called "activities." Table 1 lists the test activities by skill and shows the titles of the activities. Listening activities make up 31% of the test, reading activities 27%, writing 19%, and speaking 23%.

Student Booklet

The Student Booklet contains the listening, reading and writing activities as well as the student questionnaire. Instructions for all these activities are recorded on an audiocassette.

Listening Activities

The listening texts (mostly conversations) reflect natural and authentic language (natural rhythm, intonation, repetition, hesitations, pauses, etc.). Since oral language is automatically redundant, most of the listening activities are not repeated.

Students are instructed that they will be expected to complete a specific task before they encounter a situation. The difficulty of the required tasks ranges from simple identification of vocabulary, to categorizing information, to making judgments about the information given.

Figure 1 illustrates one of the listening activities designed to make use of higher-level thinking skills.

Table 1
List of Activities by Skill for Eighth Grade Proficiency Exams

	Listening 31%		Reading 27%		Writing 19%	
Activity Number	**No. of Items**	**Title**	**No. of Items**	**Title**	**No. of Items**	**Title**
1 (1-7)	7	**Fundraiser**				
2 (8-10)	3	Going Alone to the Fundraiser?				
3 (11-14)			4	What to Bring		
4 (15-20)	6	Making the Rooming List				
5 (21-35)					15	Writing Jeannette/ Rosita
6 (36-39)	4	On the Plane				
7(40-43)	4	**What Room Number?**				
8 (44-46)	3	Madame/Señora, May I?				
9 (47-53)			7	The Brochure		
10 (54-56)	3	What Did They Say?				
11 (57-60)			4	Enough Money		
12 (61-67)	7	Excuses!				
13 (68-71)	4	Buying Souvenirs				
14 (72-88)			17	Jerome's/ Jaime's Journal		
15 (89-92)			4	Deciphering Postcards		
16 (93-103)					10	Pen Pal
TOTALS	41		36		25	

Speaking Section: 23% **Theme = 15 points** **Situation = 15 points (see Figure 4)**

Activity 12: Excuses, Excuses

Everyone is getting tired about now. The students are beginning to invent excuses in order to get out of certain activities. They have an excuse for everything! It's amazing how teenagers can suddenly get sick when they don't want to do something!

Listen to the tape of the students' excuses. You are to determine whether or not the student's excuse is accepted by the teacher. Circle letter "A" if the excuse is accepted without doubt, letter "B" if it is accepted with doubt. If the excuse is NOT accepted and no solution is given, circle letter "C." If the excuse is NOT accepted and a possible solution is given, circle letter "D."

Let's try an example to get used to the activity.

Claire *Aujourd'hui, nous avons beaucoup marché. Et je n'ai pas pris mes bonnes chaussures. Oui, je sais, j'aurais dû mettre mes chaussures de tennis. Aie, j'ai des blessures partout! Je ne peux même pas marcher pour me rendre à ma chambre.*

Prof *Pauvre Claire. Ecoute, j'ai une idée. Tu sais ces chaises roulantes qui sont à louer? On pourrait en louer une et comme ça tu pourrais venir avec nous au pavillion de France demain. Tu pourras aller n'importe où. Dors bien ce soir car on va se lever tôt demain matin!* *(5 seconds)*

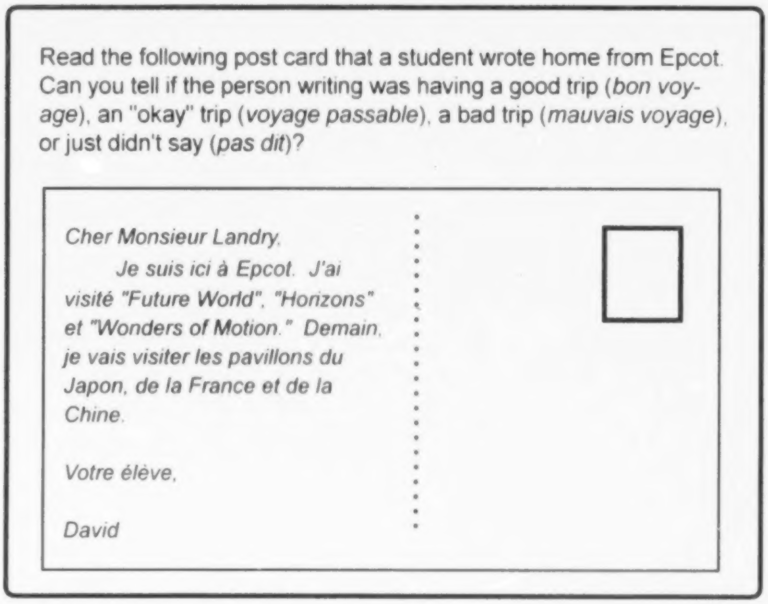
In this example you should have circled letter "D," since Claire's excuse, blisters on her feet, was not accepted and a solution, a wheel chair, was proposed. Any questions?

Excuse Accepted		Excuse Not Accepted	
Without Doubt A	With Doubt B	Without Solution C	With Solution D

Figure 1. Sample listening activity.

The listening activities created in the first pilot of the French test were found to be statistically very easy for students. In order to make the test more balanced, two high school teachers were asked to create activities they thought would be appropriate for French I high school level.

One of these activities was a reading activity that involves reading an informational brochure about EPCOT in which the students are to answer English questions about what they read. Another involves helping Jerome write a school newspaper article about the trip to EPCOT. Yet another reading activity requires the students to read postcards written by students when they were on their trip and to make a judgment about the writer's feelings regarding the trip. A sample of one of the postcards is shown below in Figure 2.



Read the following post card that a student wrote home from Epcot. Can you tell if the person writing was having a good trip (*bon voyage*), an "okay" trip (*voyage passable*), a bad trip (*mauvais voyage*), or just didn't say (*pas dit*)?

Cher Monsieur Landry,

Je suis ici à Epcot. J'ai visité "Future World", "Horizons" et "Wonders of Motion." Demain, je vais visiter les pavillons du Japon, de la France et de la Chine.

Votre élève,

David

Figure 2. Sample reading activity.

Writing Activities

The main writing activity consists of writing a postcard to someone the students met at EPCOT (see Figure 3). This activity is scored by the teacher through the use of an evaluation rubric, much like the one shown in Figure 5.

Speaking Activities

There are two parts to the speaking portion of the test. The first is a theme-based individual interview and the second consists of cued conversations in situations.

Theme-based Individual Interview (student/teacher)

In the individual interview the student draws a theme card on which the interview is based. The teacher then sets up the theme so that the student expresses him/herself more or less spontaneously. If the student is unable to do so, the teacher is instructed to ask more precise questions. The seven themes covered are 1) the family (the family tree), 2) food, (creating a menu), 3) birthdays, 4) locating places in school, 5) spending money, 6) talking about places in the target culture, and 7) the weather.

Situation (student/student)

In the situation (role play) section, two paired students draw one situation card each, then select one of the two situations. The situations are interwoven into the EPCOT context and are cued conversations. The students are

You are finally at home and thinking about all of the great experiences you had during your trip. You decide to write a postcard to a girl from Belgium that you met at the Morocan Pavillon, Monique, as you promised. When you met her it was in a large group and you really didn't get a chance to tell her all about yourself.

Fill out the postcard and tell Monique the following:

- about yourself (your name, your age, where you live)
- about your family (your family members, pets)
- about your likes and dislikes (food, school, clothing, subjects, weekend activities, etc.)
- ask her questions about all of the above topics
- ask her to answer your letter

Required Length: 40 words minimum. Use the back of this page if necessary.

, Louisiane

Chère Monique,
Te rappelles-tu de moi? On s'est rencontré à Epcot le mois dernier.
Je m' appelle

Mlle Monique Masai
73 avenue de l'Emeraude
1040 Bruxelles
B-Belgique

Figure 3. Sample writing activity.

Two students are discussing what they are going to pack in their bags for the trip to EPCOT.

Student 1:

- Start the conversation by asking your friend what he/she will bring.
- You are very practical and make suggestions to your friend on what he should not bring (too many items, winter items).
- Justify your suggestions based on the weather in Orlando.

Two students are discussing what they are going to pack in their bags for the trip to EPCOT.

Student 2:

- You want to bring a lot of clothes to EPCOT. Ask your friend his/her advice on what to bring based on your wardrobe. Say as much as you can. Ask about winter clothes as well as summer clothes.
- Object to your friend's suggestion not to bring a certain item.
- Close the conversation by saying that you will ask the teacher's opinion.

Figure 4. Sample speaking activity.

Situation (student/student) cont.

asked to take three minutes to prepare the situation and then say as much as they can while expressing what is indicated on the conversation cards (see Figure 4).

Situation/Role Play

Name:
School Number:
School Name:
Parish:

Situation #:
Role (Student 1 or 2):

Accuracy		**Comprehensibility**		**Relevancy**		
Student is able to correctly structure:		Student's communication is understood:		Student communicates:		
(3 points possible)		(6 points possible)		(6 points possible)		
		6 always		6 all of the info		
3 sentences		4 almost always		4 almost all of the info		
2 parts of sentences		2 sometimes		2 a fair amount of info		
1 one-word utterances		1 rarely		1 some info		
0 no part		0 never		0 none		
______	+	______	+	______	=	______ /15

Figure 5. Sample evaluation form.

In both the interview and situation, the student is evaluated in three categories: accuracy, comprehensibility, and relevancy of information. See Figure 5 for a sample evaluation form for these two activities.

The French test has been piloted three years and the Spanish test two years. Reactions from teachers have been varied. Teachers are at first intimidated by the natural rate of the discourse and "unedited" conversations. They also comment on the amount of time it takes to give this type of test.

However, once teachers understand that this test is not an achievement test and that their students are not expected to score 100%, they feel less threatened and use the results for feedback on their overall program.

Students, for the most part, enjoy this type of test and usually learn something from it as they work through the situations. They also realize that they are being trained to function in real-life situations and that they need much more than grammar exercises to do so.

The Louisiana Department of Education has learned much from these documents. It has identified the need to provide professional development for teachers concerning proficiency-based teaching and testing as a priority topic for this school year.

In fact, in a preliminary effort to address this need, the Department collaborated with Louisiana State University and provided a summer immersion institute for the development of teaching materials. Participants were selected from various parishes throughout the state and were charged with disseminating the information after the institute via extension workshops in their school districts.

Federal funds for this project were provided through the U.S. Department

EPCOT Please turn to Page 31

Marcia Rosenbusch Receives ACTFL Award for Leadership

Marcia Harmon Rosenbusch, Adjunct Assistant Professor in the Departments of Curriculum & Instruction and Foreign Languages & Literatures at Iowa State University, is the recipient of the 1996 Florence Steiner Award for Leadership in Foreign Language Education at the Postsecondary level. She was nominated by NNELL and received the award on November 22, 1996, at the 30th annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL), held in Philadelphia.

This prestigious award, supported by the Illinois Council on the Teaching of Foreign Languages, honors the memory of Florence Steiner, a teacher, department chair, and ACTFL President-Elect who was widely known for her professional knowledge and ability to communicate with teachers.

Recipients of this award have demonstrated their excellence as a teacher and/or as a professional leader in foreign language education.

Dr. Rosenbusch is the Director of the federally-funded National K-12 Foreign Language Resource Center at Iowa State University. In addition to teaching, she has served on many professional committees, including the Iowa Governor's Commission on Foreign Language Studies and International Education, the ACTFL FLES Committee on Priorities for the 1990s, the ACTFL and NFLC SLOM Project, Project 2017, and the AATSP FLES* Commission.

Mary Lynn Redmond and Marcia Rosenbusch

The editor of *Learning Languages: The Journal of the National Network for Early Language Learning, FLES News*, and *Iowa FLES Newsletter*, Dr. Rosenbusch is the author of more than three dozen publications relating to language acquisition.

During the past two decades, she has conducted numerous presentations throughout the country. Dr. Rosenbusch has received a variety of awards including the "Outstanding Educator Award" and the "Best of Iowa" Award, presented by the Iowa Foreign Language Association.

EPCOT

continued from Page 30

of Education's Foreign Language Assistance Program.

For more information, contact: Margaret Keefe Singer, Louisiana Department of Education, Foreign Languages Section, P.O. Box 94064, Baton Rouge, LA 70804; 504-342-3453; Fax: 504-343-0308; E-mail: mksing@aol.com.

Classroom Resources

German

Scarry, R. (1969). *Mein allerschönstes ABC*. Köln: Delphinverlag.

Scarry, R. (1994). *Mein allerschönstes Autobuch*. Köln: Delphinverlag.

Both books are $18 and are available through International Book Import Service, Inc., 2995 Wall Triana Highway, Huntsville, AL 35824-1532; 800-277-4247; Fax: 205-464-0071; E-mail: ibis@ibiservice.com

All children love Richard Scarry books. *Mein allerschönstes ABC*, which was translated into German by Katrin Behrend, is a very practical and useful book. It attractively combines funny stories, the learning of words, and pictures that include characters that are both cheerful and colorful. Students will enjoy reading or just browsing through this book. The words featured in the book are arranged in alphabetical order and there are short stories included about each of the words. The book includes about five hundred words and demonstrates how they are used in the German language.

Mein allerschönstes Autobuch is another favorite of elementary school students. It was translated by A. V. Hill and is illustrated in a very colorful and appealing way. Papa and Mama Grunz and their children, Pim and Pum, are taking a trip in their car and encounter all kinds of cars, trucks, and other things that move. It is definitely a fun book for students of German to read.

Fourteen more Richard Scarry books are available which address a variety of topics, including the seasons, weather, detectives, fairy tales, adventures, knights and dragons, school, and the fire department.

French

Lorenzini, L. (1990). *Rémi, Le grand et le petit*. Paris: Editions BIAS.

Lorenzini, L. (1990). *Rémi, Les joies et les peine*. Paris: Editions BIAS. *Available through the Children's French Store, 1490 Danforth Avenue Toronto, Canada M4J-1N4; Tel. and Fax: 416-465-3015. Cost is $4.95 each, plus shipping.*

Here are two good books that teachers can use to create relevant and appropriate lessons for young students. The *Rémi* series are picture books that come to France via Italy. Each book is built around a concept important in the life of a young child.

In *Rémi, Le grand et le petit*, Rémi, an adorable five-year old, is trying to decide what is big and what is small. He compares himself to his older brother and to his father. He notices that his teddy bear does not grow, but that he does, and that his classmates are all the same age but not the same size. He notices differences in perspective: how the tree at the back of the garden looks smaller from a distance and bigger up close. He gets sick and finds out about germs, tiny invisible organisms. The pictures are delightful and the text is just right for a class of young beginners exploring the world for themselves.

In *Rémi, Les joies et les peines*, Rémi is wrestling with his feelings. Sometimes he feels good, sometimes he feels bad—he never stays the same. The pictures and incidents show Rémi experiencing a range of emotions: happiness, sadness, embarrassment, jealousy, disappointment, etc.

Both of these books are good jumping off points for lessons that will appeal to very young learners. The language is simple and appealing.

Spanish

La nueva edad de oro: Revista para los niños de America. Miami, FL: Fundación José Martí.

For a yearly subscription (4 issues) send a $13.50 check ($10 + $3.50 postage) to: The José Martí Foundation, 3400 Coral Way, Suite 602, Miami, FL 33145; 305-444-2233; Fax: 305-445-1194.

A great way to incorporate reading into an elementary program is through the use of magazines because they usually contain small chunks of manageable language, fun games, and activities. Unfortunately, most magazines are too advanced for use with elementary school language classes.

La nueva edad de oro: Revista para los niños de America is written in language that is simple, yet authentic. It not only includes the games kids love, but it contains a wealth of information about a country that is often overlooked in the Spanish language curriculum—Cuba.

La nueva edad de oro is a wonderful collection of articles, poetry, ideas, crossword puzzles, brain teasers, and other activities. The stories are creative and interesting to read. The writers of this wonderful teaching resource obviously know that there is nothing more motivating to a child than to be asked about him/herself.

In contrast to texts and readers that guide children with a heavy hand towards pre-determined answers, the questions in this magazine focus on the reader's opinions and feelings. There is space provided within the pages of the magazine on which children are encouraged to draw their own images and write their own thoughts.

For example, after a short discussion of machines of the future, the reader is invited to draw a machine. The readings are ideal for pair work and as stimuli for class discussions.

Cuba is located a mere 90 miles away from Florida's southernmost coast. We do not seem, however, to have as much access to their cultural resources as we do, for example, to our other neighbor to the south, Mexico. *La nueva edad de oro* fills this void with colorful pages of drawings, poetry by José Martí, a Cuban poet, and an open invitation to the children of the Americas to create their own images and writings.

By giving children the opportunity to speak about their world, and the language with which to do it, *La nueva edad de oro* will surely succeed in achieving what Martí proposed in starting the magazine before the turn of the century: *"Lo que queremos es que los niños sean felices."* (What we want is for children to be happy.) Your students will indeed be happy if you introduce them to this "golden" resource.

Waldorf Schools: Seventy-Six Years of Early Language Learning

Refereed Article

Michael Navascués
Professor of Hispanic Studies
University of Rhode Island
Kingston, Rhode Island

Foreign language programs in the elementary schools, which in the United States are still relatively few in number, usually have as an underlying premise that childhood is the most appropriate age for starting the vital task of learning another language. It is no secret that children have a natural imitative ability and an uninhibited curiosity about the world. These are desired qualities in a second language learner, and unfortunately, they begin to fade as the child grows into adolescence.

This article presents an overview of the history, curriculum, and methodology of a type of elementary school foreign language program that has been developed over many decades in an independent school movement, known in this country as Waldorf education. The information and ideas presented are based on: 1) interviews with Waldorf foreign language teachers at a number of schools[1] and observation of their classes, 2) readings researched primarily during a semester sabbatical, 3) attendance at an intensive summer workshop conducted by master foreign language teachers at the Waldorf Institute of Sunbridge College (Chestnut Ridge, NY), and 4) observations and experiences teaching in my own Waldorf Spanish class from first to eighth grades.

What is Waldorf Education?

With over 500 schools in 32 countries, Waldorf education is considered the fastest-growing independent school movement in the world. It was founded by Rudolph Steiner (1861-1925), the Austrian educator and philosopher who pioneered and stimulated innovations not only in education, but in areas such as holistic medicine, agriculture, and curative homes for the handicapped. He also established new directions for the arts, including painting, eurythmy, drama and architecture.

In all of his initiatives, Steiner consistently sought to apply his underlying philosophy of the human spirit to the social and cultural endeavors in which he was involved. Steiner and his collaborators strove for practical means to address many pressing issues of the modern era, and were especially successful in the field of education.

Steiner guided the establishment of the first Waldorf school in Stuttgart in 1920, and soon the ideas he espoused were enthusiastically received by educators who began schools in other parts of Europe.

The first Waldorf school in America opened in New York City in 1928. The schools in Germany were closed by the Nazi regime, but reopened at the end of World War II. As of 1992 there were 138 Waldorf schools in Germany, serving an estimated five percent of the total number of school children. In Barnes 1992, it was reported that there were 91 schools at various stages of development in the United States, Canada, and Mexico. According to the Directory of Waldorf Schools in North America (web site: http://www.io.com/~karisch/waldir.html) there are currently 107 Waldorf schools. In recent years, Waldorf education has begun to attract the attention of some urban public schools faced with mounting problems. In Milwaukee, Wisconsin, Waldorf educators were invited by the school board, in 1991, to establish a Waldorf school as part of the school choice program in the Milwaukee Public Schools (Staley, 1992). In California and New York, Waldorf educators at teacher training institutes have initiated outreach programs for public school educators.

Waldorf education is a holistic pedagogy based on Steiner's conception of the developmental stages of childhood. Each phase of the curriculum is designed to meet the needs of children at a particular period of their development. Waldorf teachers have a lively and profound interest in their pupils, and, like all good teachers, they strive to generate a real enthusiasm for learning, encourage the potential and respect the individuality of each student.

A unique feature of the elementary grades is the practice of keeping the teacher with the same group of children from first to eighth grades. While this arrangement is not always realized in practice, most pupils do continue with the same teacher during the first few years of school. This helps create a strong and trusting bond, and sense of security and continuity for the children. The main lesson—such as reading, history, mathematics, sciences, and geography—is taught daily for about two hours, in intensive blocks lasting about a month. The arts—painting, drawing, singing, and instrument playing—are not considered peripheral frills, but are an integral part of the curriculum. Special subjects such as foreign languages, gymnastics, handwork, and eurythmy are taught by specialty teachers. While each Waldorf school is autonomous, there is a rigorous process for attaining full accreditation by the Association of Waldorf Schools of North America, which provides teacher training through several institutes and colleges.[2]

The Waldorf Foreign Language Curriculum

Two Languages. The curriculum calls for all children to take two foreign languages from grades one through eight. There is no debate about this issue; every school accepts this as a given of the Waldorf curriculum. If it is not always fully implemented, it is due to a scarcity of qualified language teachers and/or budgetary problems, and not to any opposition among faculty and parents. In fact, the parents, who like most Americans, are usually monolingual, are generally thrilled that their children are receiving an early exposure to foreign languages.

Why two foreign languages? It is considered important that two languages be taught in order to provide a deeper, three-way balance of languages and cultural outlooks, rather than the simple polarity of the native tongue and one foreign language. Steiner pointed out that "the different languages in the world permeate man and bring the human element to expression in quite different ways" (Steiner, 1972, p. 174).

Since each language relates to the human being in a unique fashion, one language may strongly evoke the element of feeling or musicality, while others may more strongly affect the will, the imagination, or the intellect. Thus, "the effects produced on the nature of man by one particular genius of speech (i.e., character or spirit of speech) must be balanced by the

The curriculum calls for all children to take two foreign languages from grades one through eight.

effects of another" (p. 174). For these reasons then, Waldorf schools try to offer two foreign languages that have distinct and contrasting structures and sound systems. In Germany, French and English are usually taught. In this country, the choice is generally German and either French or Spanish; in a few schools, Russian and Japanese are taught. The decision is made by the faculty and is often influenced by local circumstances and the availability of qualified teachers.

The Approach. In his lectures to teachers and educators, Steiner did not provide any detailed blueprint for a foreign language program, but he did articulate a number of basic principles and numerous practical suggestions, out of which has evolved the Waldorf approach.

[Steiner] urged the gentle immersion of the children in the sounds and rhythms and beauty of the language during the first years of school.

Steiner was critical of the traditional language teaching approach that focused on grammar, translation, and memorization of rules and vocabulary. He considered the reliance on translation to be a very ineffective and inefficient strategy. Children could not be led into the living reality of a language in a positive and natural way when it was presented as an abstract, artificial puzzle. Thus, he urged the gentle immersion of the children in the sounds and rhythms and beauty of the language during the first years of school. The transition to writing and reading would come later as a natural evolution of what had previously been experienced in the spoken language.

Steiner did not deny the importance of grammar, but believed its study should best be delayed until about nine or ten years of age, when it could better provide a firm support for the child at that stage of development. He urged that grammar should be introduced to the child in an imaginative, conversational way, using inductive methods whenever possible.

Oral Focus. Today, the Waldorf language teacher continues to rely exclusively on oral methods during the early grades. The young child's still powerful imitative capacity and unbounded curiosity about the world are strong assets to be drawn on by the teacher by using imaginative and lively strategies. Generations of Waldorf language teachers have been bringing to their classes culturally authentic poems and songs (translations of American songs being clearly inappropriate), folk tales, puppets, baskets of food, suitcases full of clothing, circle games, finger games, and any other props and activities that imaginatively foster language awareness and acquisition in the child.

Much of the activity in the first year or two is carried out by means of choral repetition and recitation. The children seem more ready to respond chorally, and they feel a sense of security in the group recitations. The stronger personalities may dominate the chorus while the shyer ones acquire confidence before being singled out.

Curriculum. The children's immediate physical and social environment becomes the focus for the gradual introduction of vocabulary groups and phrases—the classroom with its various objects, the human body and clothing, the home, the family, the world of nature with its plants, animals, and changing weather and seasons, numbers, daily routines, and so on. Basic regular and irregular verbs are employed and reiterated, to accustom the child to the use of complete and meaningful statements and questions and to the use of inflected verb endings. The pupil's attention can be readily engaged by working with these word families, since they represent familiar and concrete aspects of his or her own experience. Although the objects are familiar, the sounds representing them are strange and new, and this novelty delights a child's curiosity, as any elementary school foreign language teacher can attest. These language functions are conveyed, insofar as possible, without the use of English. The child experiences the sounds, rhythms, and meanings of words in the target language, without switching back and forth to the mother tongue.

Story-telling. Story-telling is an important feature of the Waldorf elementary school curriculum in general, and it is likewise incorporated into the foreign language lesson. The teacher tells or reads a brief story, vividly recreating a fable or fairy tale and capturing the imagination of the young audience with the aid of gesture, mime, drawings (done by the teacher), book illustrations, puppets or any other convenient props. Sometimes the teachers tell a familiar story from English class so the pupils will recognize the characters and situation. It is not considered important that they comprehend the precise meaning of each word or phrase at this stage. What matters is grasping the gist, picturing the tale through the sounds of the language, and enjoying the experience.

Content-based. Connections between the foreign language class and the main lessons are considered important, as they can help create a meaningful and exciting experience for the child approaching another language and culture. Geography, history, literature, and mathematics are viewed not only as main lesson subjects, but also as material that may be utilized in varied ways in the foreign language. Through this content-based approach, Waldorf schools have tried to cultivate an awareness of the interrelationships of learning, so that the child may perceive the world as a whole composed of many wonderfully related parts, rather than as isolated fragments.

Reading and Writing. As indicated, a fundamental principle of the Waldorf method is the avoidance of reading and writing in the foreign language class during the first three grades. Just as the child learns the native tongue through a process of immersion in the speech of others, followed by observation and imitation, so the school child is introduced to two other languages via the human voice, and not through an abstract process of analysis and decoding of written symbols. While the child is learning to read and write the native tongue, he or she is made to feel comfortable in the foreign language class, experiencing at first only the differing sounds and rhythms of the language and exploring the culture. Foreign language grammar per se is not taught during these years either, although the teacher may introduce in a non-abstract way a few basic points, such as gender of nouns, subject pronouns or verb endings.

Waldorf teachers believe that to introduce an analysis of the written language and the grammar at this early age (6 to 8 years) would produce more frustration than it is worth, and in the end would be counter-productive to the creation of positive learning attitudes. This belief seems confirmed by the fact that pupils entering a Waldorf school at a later age, having missed the first two or three years of aural/oral exposure to the language, often exhibit frustration and hostility toward the new subject, even after an extended period of extra tutoring. This is due not only to the pupils' sense of being behind the level of their classmates, but also to the fact that they have lost the initial, irreplaceable experience of approaching the foreign language through non-analytical, purely oral methods. Catch-up tutoring is necessary and helpful, but it cannot replace the warm, "incubating" language experiences of the first few years. Another observable phenomenon regarding the late beginners is that they usually have more difficulty in

The teacher . . . captures the imagination of the young audience with the aid of gesture, mime, drawings, book illustrations, puppets or any other convenient props.

correct pronunciation, especially when faced with the written language from the start.

Fourth grade is deemed the appropriate time to introduce writing, reading, and grammar to the foreign language class. Textbooks are not used in this phase, as they are considered too dry and intellectual for the nine-year-old-child, who still remains, or should remain, primarily a being of feeling and imagination. Writing is presented first. The pupils keep a notebook for each language and first copy material the teacher has written on the board. It is very important that the initial material be something with which the class is already familiar, such as a poem or story. This procedure of writing down material previously internalized enables the children to recognize readily what they are copying, and provides an initial sense of confidence in writing and reading the foreign language. Since they are familiar with the sounds and general content of the written matter, they can proceed to read it orally with relatively few problems. Later, the story material (but not the poems) can be used to extract lessons in grammar and vocabulary, and sections of the students' notebooks are subsequently devoted to these areas. The class has already learned some basic grammatical notions in English class, and these are now applied to the foreign language lessons and expanded. After the stories, poems, or songs are copied, they are illustrated by the children. Each pupil thus develops colorful notebooks similar to the ones they compile in the main subject lessons.

Dramatizations are an important ingredient in Waldorf foreign language classes . . .

Grammar. Grammar is presented without textbooks, often by using an inductive method. A passage may be read, and the class will be encouraged to identify a particular concept, for instance, verbs or nouns. From this discussion a general principle can be inferred. The teacher may then write a rule concisely on the board, with a few example sentences. The class may be encouraged to find other examples in the story. Prior to writing, verb conjugations are learned by oral recitation, often accompanied by rhythmic movements, such as clapping hands with a neighbor or marching.

Reading, writing, and the elements of grammar thus occupy a major portion of the curriculum in the fourth, fifth, and sixth grades, and extend as well into the junior high years. Different aspects of the culture—geography, customs, proverbs, legends, history—are also presented in short units, and the class continues to sing songs and recite verses and tongue-twisters. A printed book might be introduced for the first time in fifth or sixth grade. The problem, which no doubt exists for all teachers, is to locate lively, interesting, and imaginative materials that are appropriate for this age group and for their language level. Simplified versions of a few folk tales circulate in Waldorf resource books, but beyond this the teacher must search for materials pertinent to the individual class needs; simplification and editing by the teacher may be a necessity.

Dramatizations. Dramatizations are an important ingredient in Waldorf foreign language classes, providing a special zest and change of pace that may be just what the children need at a particular time of the year. The whole class participates, either in individual roles or as part of a narrating chorus. Rehearsals may get chaotic and it may seem that lines will never be learned in time or costumes created, but by the time of the public performance (other classes and parents are usually invited), group spirit and pride take hold, and the performances turn out to be quite gratifying and enjoyable. Such experiences provide a sense of accomplishment in using the language in a meaningful form that is both social and artistic. Playlets have been created by teachers by adopting literary pieces. Traditional German and Spanish ballads, for instance, may lend themselves to dramatized versions, since many contain dialogue, appealing characterizations, adventure, and scenes of intense pathos or drama. Moreover, the rhythm and rhyme of the verses facilitate memorization. Other sources that have been used include Grimm Brothers folk tales, and medieval Christmas plays.

Lesson Plan. The teacher's lesson plan in a Waldorf elementary school foreign language class naturally varies from grade to grade and from teacher to teacher. A certain pattern of similar activities, however, is discernible. Most teachers try to keep to roughly the same order of activities in a given class grade, so that the pupils may derive from this orderly progression a sense of security, strength, and familiarity (in general, a regular classroom rhythm is considered important for the developing child).

A fairly rapid pace is needed to encompass the diversity of activities within a class period. A quick and lively tempo and frequent change of activities help maintain the attention and curiosity of the class. Waldorf language classes in the first and second grades are generally 25 to 30 minutes long; they are later expanded to periods of 40 or 45 minutes. In principle, classes in each language ought to be given three times a week in the elementary grades.

Conclusions

Language teachers consulted in the course of this survey were enthusiastic about the Waldorf approach, and enjoyed the creativity and independence that it entails. They tend to agree that it produces effective learning results in children, such as positive attitudes, excellent pronunciation, awareness and appreciation of varied aspects of the culture, solid training in the fundamental structures of the language, basic ability to read simple or adapted passages, and ability to understand and respond to uncomplicated oral communication about familiar topics.

The foregoing is not intended to imply that Waldorf language programs are without problems. A particularly acute problem has been that of recruiting and retaining qualified foreign language teachers. Native or near-native speakers are usually sought, but there are few opportunities for formal training in Waldorf foreign language methods and materials, apart from occasional workshops. Salaries are generally below those of public schools and younger schools often hire on a part-time, per class basis. Teachers may have to learn on the job, holding discussions with experienced teachers, studying on their own, and visiting classes or, when possible, attending workshops.

A quick and lively tempo and frequent change of activities help maintain the attention and curiosity of the class.

Certain fundamental features of the Waldorf approach stand out in the writer's view as essential both to its effectiveness and uniqueness. These are: the teaching of two foreign languages to all pupils from first through eighth grade, the oral/choral methods of the early years; the delay of writing, reading, and formal grammar, and their gradual introduction without the use of textbooks; the introduction of writing and reading through the use of familiar oral materials; the avoidance of conventional textbooks until at least the sixth grade—and then only in small doses; the imaginative use of a wide variety of authentic cultural materials—singing,

Waldorf *Please turn to Page 42*

Calendar

Spring 1997 Conferences

March 6-8, 1997
Southern Conference on Language Teaching with South Carolina Foreign Language Teachers' Associations, Myrtle Beach, SC. Lee Bradley, Executive Director, Valdosta State University, Valdosta, GA 31698; 912-333-7358; Fax: 912-333-7389.

April 3-6, 1997
Northeast Conference on the Teaching of Foreign Languages, New York City. Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; 717-245-1977.

April 10-13, 1997
Central States Conference on the Teaching of Foreign Languages, Columbus, OH. CSCTFL, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704; 608-246-6573; Fax: 608-246-6880.

April 17-19, 1997
Southwest Conference on Language Teaching with Texas Foreign Language Association, Dallas, TX. SWCOLT, Joann K. Pompa, Mountain Pointe High School, 4201 E. Knox Rd., Phoenix, AZ 85044.

Summer 1997 Courses and Workshops

June 15-July 11, 1997
Concordia Summer Language Program: Teacher Preparation for Elementary and Middle School Foreign Languages, Concordia College, Moorhead, MN. Carol Ann Pesola, Concordia College, Moorhead, MN 56562; 218-299-4511; Fax: 218-299-4454; or AATG, 112 Haddontowne Court, #104, Cherry Hill, NJ 08034-3668; 609-795-5553; Fax: 609-795-9398; E-mail: 73740.3231@compuserve.com.

June 23-28, 1997
Performance Assessment Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K-12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699, Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

June 24-29, 1997
The National FLES* Institute, University of Maryland, Baltimore County, MD. Gladys Lipton, Director, Modern Languages and Linguistics, University of Maryland, Baltimore County, MD 21250; 301-231-0824; 410-455-2109; Fax: 301-230-2652; E-mail: glipton@mcimail.com.

June 30-July 11, 1997
Teaching Foreign Languages to Young Students (K-8 Methods Course), Teachers College, Columbia University, New York, NY. Mari Haas, Teachers College, Box 201, 525 West 120th St., New York, NY 10027; 212-678-3817; Fax: 212-678-3085; E-mail: mbh14@columbia.edu.

July 14-August 10, 1997
Project Sol - An Interdisciplinary Study of Northern New Mexico's Hispanic Cultural Heritage (team applications only, one member must be a Spanish teacher), Santa Fe, NM. Mari Haas, Teachers College, Box 201, 525 West 120th St., New York, NY 10027; 212-678-3817; Fax: 212-678-3085; E-mail: mbh14@columbia.edu.

July 16-27, 1997
Teacher Educator Partnership Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K-12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

July 18-July 26, 1997
Kinder lernen Deutsch in den White Mountains, NH, Plymouth State College, Plymouth, NH. Gisela Estes, Department of Foreign Languages, Plymouth State College, Plymouth, NH 03264; or AATG, 112 Haddontowne Court, #104, Cherry Hill, NJ 08034-3668; 609-795-5553; Fax: 609-795-9398; E-mail: 73740.3231@compuserve.com.

August 6-14, 1997
New Technologies in the Foreign Language Classroom Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K-12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

NOTES

continued from Page 2

school program with an article describing this highly successful and long-lasting program. Second, we provide information about the visionary Waldorf Schools elementary foreign language programs, which were begun in this country early in this century. Third, we applaud the successful and exciting middle school Spanish and Italian program in Hudson, New York.

I would like to wish you all continued success in the academic year and a most rewarding 1997!

Mary Lynn Redmond

Mary Lynn Redmond
Associate Professor of Education
Wake Forest University
P O Box 7266
Winston-Salem, NC 27109
redmond@wfu.edu

Waldorf
continued from Page 39

games, poetry, folk tales, drama, geography, biography, history, etc.; the practice of orderly rhythm in the lesson plans; and the gradual expansion of a holistic curriculum that dovetails with the overarching school curriculum and philosophy.

Waldorf education assigns a highly significant role to the long-range learning of foreign languages. Languages are learned, not merely for economic or practical considerations (for which they are often touted by America's pragmatists), but because they are beneficial for the child's personal and social development. As multilingual people know, learning languages, when properly done, is mind-expanding and helps to foster sympathy and appreciation for other people and their different modes of thinking, living, and perceiving reality. Some of the methods and curricular approaches employed in Waldorf schools might well be adaptable to other school systems, although certain features could prove difficult to transplant.

What is especially worthy of emulation is the commitment to an integrated, long-range, broadly humanistic curriculum of foreign language learning from first grade through high school. Such a concept and commitment, pioneered by Waldorf schools, are sorely needed in American education today. The Waldorf approach offers a model that affirms the paramount value of learning languages from an early age—a model that ultimately "strives toward . . . the development of a true sense of brotherhood among human beings" (Querido 1984, p. 83).

Notes

[1] The following schools were visited by the author, mostly during a 1993 spring sabbatical: Great Barrington Rudolph Steiner School (Great Barrington, MA); Waldorf School (Lexington, MA); Santa Fe Waldorf School (Santa Fe, NM); Washington Waldorf School (Bethesda, MD); Green Meadow Waldorf School (Chestnut Ridge, NY); Hawthorn Valley School (Harlemville, Ghent, NY); Emerson Waldorf School (Chapel Hill, NC); also La Escuelita, an after-school FLES program directed by Dr. Norma Garnett (Warwick, RI). The author currently teaches an eighth grade Spanish class at Meadowbrook Waldorf School (Wakefield, RI). Thankful acknowledgments are extended here to the many teachers who graciously cooperated in these visits and discussions, and to the University of Rhode Island for granting a sabbatical to support this project.

[2] Further information regarding the association and the location of affiliated schools may be obtained by writing: Association of Waldorf Schools of North America, 3911 Bannister Road, Fair Oaks, CA 95628

References

Barnes, H. (1992). The origins of the Waldorf movement and its current challenges. *Renewal, A Journal for Waldorf Education 1* (1), 4-7.

Grittner, F. (1991). Foreign languages for children: Let's do it right this time. *Hispania 74*, (1984), 182-186.

Querido, R. (1984). *Creativity in education: The Waldorf approach.* San Francisco, CA: H. S. Dakin.

Staley, B. (1992). The urban Waldorf program in Milwaukee: Waldorf education comes to the public schools. *Renewal, A Journal for Waldorf Education 1* (1), 8-11.

Steiner, R. (1972). *A modern art of education* (2nd ed.). Letchworth, Hertfordshire (U.K.): Rudolph Steiner Press.

Additional Resource

Spock, M. (1985). *Teaching as a lively art.* Hudson, NY: Anthroposophic Press. (A useful short introduction to Waldorf Education.)

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own; to provide leadership, support, and service to those committed to early language learning; and to coordinate efforts to make language learning in programs of excellence a reality for all children.

NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning; facilitate cooperation among organizations directly concerned with early language learning; facilitate communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminate information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL Executive Board

President
Mary Lynn Redmond
Wake Forest University
Department of Education
Box 7266, Reynolda Station
Winston-Salem, NC 27109
redmond@wfu.edu

First Vice-President
Susan Walker
Parkway Northeast Middle School
4560 Ohio Ave.
St. Louis, MO 63111

Second Vice-President
Christine Brown
Glastonbury Public Schools
232 Williams St.
Glastonbury, CT 06033
cbrownglas@aol.com

Secretary
Mercia Foster
Immaculate Conception School
4 Riden Circle
Charles City, IA 50616
fostemer@cheers.niacc.cc.ia.us

Treasurer
Marty Abbott
Fairfax County Public Schools
7423 Camp Alger Ave.
Falls Church, VA 22042
74553.211@compuserve.com

Past-President
Eileen Lorenz
Montgomery County Public Schools
850 Hungerford Dr.
Rockville, MD 20850
elorenz@umd5.umd.edu

Executive Secretary
Nancy Rhodes
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
nancy@cal.org

Membership Secretary
Guadalupe Hernández-Silva
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
lupe@cal.org

Learning Languages *Editor*
Marcia Harmon Rosenbusch
N157 Lagomarcino
Iowa State University
Ames, IA 50011
mrosenbu@iastate.edu

NNELL Appointments

Membership
Virginia Gramer
Monroe School
Foreign Language Office
210 N. Madison
Hinsdale, IL 60521

Publisher Liaison
Patty Rierson Hans
The Wellington School
3650 Reed Rd.
Columbus, OH 43220
hans@Grendel.wellington.org

Public Relations Chair
Evelyne Armstrong
Charles Wright Academy
7723 Chambers Creek Rd. West
Tacoma, WA 98467
evelynearm@aol.com

Bylaws
Maureen Regan-Baker
22 Pearl St.
Stonington, CT 06378

Political Action and Advocacy
Kay Hewitt
Lexington Elementary School
116 Azalea Dr.
Lexington, SC 29072
leslib@lex1.k12.state.sc.us

Pacific Northwest Rep.
Jo Ann Olliphant
11004 111th St. S.W.
Tacoma, WA 98498
jolliphant@aol.com

Northeast Rep.
Harriet Barnett
225 Clinton Ave.
Dobbs Ferry, NY 10522
actflhq@aol.com

Southern Rep.
Carine Feyten
University of South Florida
College of Education
EDU 208B, Tampa, FL 33620-5650
feyten@typhoon.coedu.usf.edu

Southwest Rep.
Elena Steele
Clark County School District
Department of Foreign Language
Curriculum and Instruction
601 N. 9th St., Office 31
Las Vegas, NV 89101

Central States Rep.
Debbie Wilburn-Robinson
Ohio State University
249 Arps Hall
1945 N. High St.
Columbus, OH 43210
robinson.468@osu.edu

Membership Form

Please enroll me as a member of the National Network for Early Language Learning (NNELL) and send me a subscription to *Learning Languages* (receive all three issues for the 1996-1997 academic year). Enclosed is a check for $15.00. (Overseas rate is $20.00.) Make checks payable to NNELL.

NO PURCHASE ORDERS PLEASE.

Name ______________________________

Title or Grade Level ______________________________

School or Affiliation ______________________________

Mailing Address ______________________________

City, State ______________________________ Zip ____________

Check whether this address is ________ Home ________ School

______ Check if this is a renewal ______ Check if this is an address change from last year

Mail this form and your check to:
National Network for Early Language Learning
Center for Applied Linguistics
Attn: Nancy Rhodes, Executive Secretary
1118 22nd St. NW
Washington, DC 20037

Marcia H. Rosenbusch, Editor
Learning Languages
Department of Curriculum and Instruction
N157 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

ADDRESS CORRECTION REQUESTED

Learning Languages

The Journal of the National Network for Early Language Learning

Spring 1997
Vol.2 No.3

Learning Languages: The Journal of the ***N****ational* ***N****etwork for* ***E****arly* ***L****anguage* ***L****earning* is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's website: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available).

Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, objective, materials, procedure, and standards addressed. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

Editor
Marcia H. Rosenbusch
Department of Curriculum and Instruction
N157 Lagomarcino Hall
Iowa State University
Ames, IA 50011
mrosenbu@iastate.edu

Editorial Assistant
Sue Ryan Weiss

Cover Design
Gary Blum

Contributing Editors

International news
Helena Curtain
University of Wisconsin - Milwaukee
10523 W. Hampton Ave.
Milwaukee, WI 53225
hcurtain@csd.uwm.edu

Classroom activities
Diane Fagin Adler
North Carolina State University
Dept. of Foreign Languages and Lit.
Box 8106
Raleigh, NC 27695-8106
adlerd@social.chass.ncsu.edu

French resources
Myriam Chapman
Bank Street School for Children
610 W. 112th St.
New York, NY 10025

Research
Elsa Statzner
National - Louis University
1209-A Central St.
Evanston, IL 60201
mruggero@nwu.edu

Funding info./New legislation
Joint National Comm. for Languages
1118 22nd St. NW
Washington, DC 20037
76306.535@compuserve.com

Spanish resources
Lori Langer de Ramirez
166 Nichols Ave.
Brooklyn, NY 11208
ljl17@columbia.edu

Teaching with Technology
Jean W. LeLoup
ICC Department
SUNY/Cortland
P.O. Box 2000
Cortland, NY 13045
leloupj@snycorva.cortland.edu

Assessment
Peggy Boyles
Foreign Language Coordinator
Putnam City Schools
5401 NW 40th St.
Oklahoma City, OK 73122
pboyles@ionet.net

German resources
Gertie Kessler
Orange Hunt Elementary School
6820 Sydenstricker Rd.
Springfield, VA 22152
jkessler@erols.com

Learning Languages

The Journal of the National Network for Early Language Learning

Volume 2, No. 3 Spring 1997

Articles

4 **Block Scheduling For Language Study in the Middle Grades: A Summary of the Carleton Case Study**
Sharon Lapkin
Birgit Harley
Doug Hart

18 **Teaching Tolerance in the Foreign Language Classroom: A Personal Reflection**
Boni Luna

20 **Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math, and Language Arts**
Penelope W. Armstrong
Jerry D. Rogers

Features

2 **Notes from the President**

10 **Video Review**

11 **Children's Classroom Creations**

12 **Activities for Your Classroom**

14 **Political Action and Advocacy**

32 **Classroom Resources**
  French
  German
  Spanish

34 **Calendar**

Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are $20/year ($25 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, 1118 22nd St. NW, Washington, DC 20037.
Copyright © 1997 by the National Network for Early Language Learning.

Notes from the President

Every parent, administrator, and policy maker that you inform about early language learning can have a positive impact on foreign language instruction for our children.

With the arrival of spring and the completion of the academic year just a few weeks away, this is an appropriate time to reflect on our accomplishments and to look ahead to new projects that are about to begin.

I would like to thank each NNELL member for your dedication and contributions to the foreign language profession throughout the year. I am very pleased to share some exciting news about upcoming events.

NNELL's Tenth Year Anniversary Celebration. We will be celebrating our tenth anniversary at the 1997 ACTFL Conference in Nashville, Tennessee, November 20-22. Please make plans now to attend the NNELL session at the conference and to stop by the NNELL booth in Exhibits Hall to participate in the celebration!

***Learning Languages Begins With You* Campaign.** Through your generous contributions, NNELL will be able to continue to support foreign language educators across the country in their work with early language programs. The contributions will also be used for our Tenth Year Anniversary events, advocacy materials, and the invitational standards institute to be held this summer.

Invitational Institute of the National Standards for Foreign Language Learning. NNELL will sponsor an institute on the national standards for foreign language learning, July 9-12, 1997 at Wake Forest University. The meeting will educate the NNELL state and regional representatives about the national standards for grades K-8 so that they can assist educators in their respective states with the implementation of the standards. An outcome of the institute will be a publication for teachers and administrators that will include model lessons for several languages based on the standards.

Throughout the year, NNELL has increased its visibility through several initiatives. Christine Brown, Second Vice-President, and Virginia Gramer, Membership Chair, have encouraged NNELL members to contact local and state professional education organizations outside the field such as the PTA and the principals' associations to make them aware of NNELL and the importance of early language learning. The Political Action and Advocacy Committee, chaired by Kay Hewitt, has made significant strides in promoting NNELL as a national leader in foreign language advocacy. The Executive Board urges to you to join in advocating federal funding for early language learning (see facing page).

As the school year comes to an end, we can be proud of our many achievements as an association. With your help, NNELL will continue to be a strong voice for early language learning.

Mary Lynn Redmond

Mary Lynn Redmond
Associate Professor
Wake Forest University
P.O. Box 7266
Winston-Salem, NC 27109
E-mail: redmond@wfu.edu

Note: Because of the need to secure funding for foreign language education, the NNELL Executive Board urges you to write letters to your senators and representatives. Adapt this letter to express your concerns about funding, since letters from individuals have the biggest impact. Follow up your letter with a phone call. You can download and personalize this letter from NNELL's website (www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html). It is located in the section on Advocacy issues and contains links so you can access the addresses of your senators and representatives for easy mailing.

Dear (Members of Congress),

We are writing to express our concern that the very limited funding for the teaching of foreign languages in the United States is endangered by budgetary reductions and the process of reauthorizing the Higher Education Act.

With the naming of foreign languages as a core curricular area and the development of national standards for foreign languages, we are at a historic moment in the profession. But, we are concerned about efforts to decrease or eliminate funding for the Foreign Language Assistance Program and programs contained in the Higher Education Act that support professional development for foreign language teachers from elementary grades through post graduate education. There are currently only a limited number of exceptional programs addressing the professional development needs of foreign language teachers and opportunities to address problems in the field are few. These problems are:

- extremely limited opportunities for all students to begin foreign language study in the early grades and continue throughout a long sequence (K-16);
- a tremendous shortage of teachers for all languages, particularly in the earliest levels of instruction (K-6);
- very limited training opportunities for learning the best foreign language strategies for classroom use;
- a dearth of authentic, developmentally-appropriate materials for all languages;
- a need for all teachers, especially foreign language teachers, to learn to effectively use evolving technology;
- a desperate need for research on effective classroom teaching strategies and program models.

Numerous surveys indicate that parents support early language learning for their children. We know how valuable fluency in a second language will be for these children and the nation's future. This dream of foreign language education for all children, beginning in the early years, cannot be achieved without support from Congress for significant funding for foreign language education during the next ten years.

The Executive Board of National Network for Early Language Learning is painfully aware of the needs cited above and, especially of the national need for the preparation of foreign language teachers for the early levels of learning. We urge you to support an increase in funding for programs that provide foreign language teacher development.

Sincerely,

Executive Board
National Network for Early Language Learning

Block Scheduling for Language Study in the Middle Grades:

A Summary of the Carleton Case Study

Sharon Lapkin, Birgit Harley and Doug Hart
Modern Language Centre
Ontario Institute for Studies in Education (OISE)
Toronto, Ontario, Canada

Editor's Note: Canada is best-known for the immersion model of foreign language education, but many school districts have also been in the vanguard of new developments in non-immersion language education. The Carleton, Ontario, Board of Education, for example, carried out an interesting research project to examine outcomes of several different second language program alternatives. The project involved implementing and assessing an approach to the teaching of French in the middle school years that has proven successful in an English as a second language context in Quebec.

This approach, which concentrates time for language study without increasing the total time allocation, can be referred to as a "compact" model, a term coined by David (H.H.) Stern in 1981. U.S. educators who are exploring the possibilities of block scheduling at the middle school level will find the Carleton project of interest. This article is a summary of a case study conducted on the project.

. . .a foreign language is not flexible because it "must" be taught in 40 minute daily chunks.

Purpose of Project and Context

The main purpose of this project was to investigate the effects of alternative program models for the teaching of French. Specifically, will compact models (which differ from the standard, ten-month 40-minute daily period) result in improved student attitudes and achievement?

An administrative reason for considering compact models relates to the restructuring of education in Ontario, as in many parts of the U.S. The traditional daily 40-minute model of foreign language is seen by some administrators as an obstacle in developing creative ways to implement curriculum in the middle school years. They argue that while most programs are quite flexible in nature and allow for creative timetabling and organization, a foreign language is not flexible because it "must" be taught in 40 minute daily chunks. This issue indicates the need to examine alternative models of program delivery in foreign language in order to prepare for changes in school organization and program objectives.

Objectives and Methodology

The purpose of this study was to investigate the effects of two alternative, compact models of French program delivery — (a) a half day of instruction over a 10 week period (the half-day model), and (b) 80 minutes a day for five months (80 minute model) — as compared to the current model, 40 minutes a day for 10 months (See Figure 1). Arrangements were made by the Carleton Board of Education for one teacher to teach three seventh grade French classes, one of each model using the same curriculum materials, in the 1993-94 school year. Students were assigned to classes, with minor exceptions, on a random basis. A pre-test was administered at the beginning of each model and

Alternative Compact Models		Current Model
Half-day model 1/2 day of instruction for 10 weeks	80-minute model 80 minutes/day of instruction for 5 months	40 minutes/day of instruction for 10 months

Figure 1. Alternative models of French programs.

administered again as a post-test at the end. The test package used was previously developed by the Ontario Institute for Studies in Education (OISE) Modern Language Centre staff. At the beginning of the 1994-95 school year, participating students were again tested when they had reached eighth grade, this time using a test referenced to the curriculum materials used at seventh grade. Finally, the Carleton Board supplied Canadian Achievement Test (CAT) results for English language literacy skills for participating students.

In addition to testing, student questionnaires were administered with the pre- and post-tests. The initial questionnaire focused on students' school background in French language instruction and out-of-school exposure to French. The exit questionnaire concentrated on their experience with learning French over the period studied. Finally, a short questionnaire was sent to parents near the end of the school year asking about students' home background and about parents' impressions of their children's experience in learning French over the 1993-94 school year.

Our basic research questions were: 1) Does concentrating classroom time in French produce improved French language outcomes compared to the standard model of daily 40-minute periods? 2) If so, do these gains survive the inevitably longer period students under the concentrated model spend without any formal instruction in French? (In the 1993-94 year, the half-day model ran from October through December, whereas the 80-minute model ran from January through June. Thus, students in the half-day model were away from French from December until the beginning of their eighth grade year.) It should be stressed that this study concerns only the effects of changing the distribution of class time; the actual amount of time devoted to French was fixed.

Performance in French: Test Results and Questionnaire Findings

Students were tested at the beginning and end of their French program using a four-skills French test package. In the pretest, there were no statistically significant differences among the three classes. The administration of the CAT had suggested that there might be differences in academic ability among the classes. Therefore, in subsequent analyses we controlled for differences in English achievement test results. French post-test scores were analyzed, taking into account both pretest scores and CAT scores.

All three classes made gains over the course of their French program as measured by the administration of the same test package used at the beginning and the end of each instructional program. Both compact groups (half-day and 80-minute) made gains on five of six tests, while the 40-minute group registered gains on only two of the test measures.

There were no significant differences in performance among the three groups in two of the skill areas measured: French listening compre-

Does concentrating classroom time in French produce improved French language outcomes compared to the standard model of daily 40-minute periods?

Student self-assessments reinforced the message of test results.

hension and French speaking. There were significant differences, however, in reading and writing. In French reading comprehension, the half-day and 80-minute classes performed significantly better than the 40 minute comparison group. The half-day class also scored significantly better than the 40 minute class in French writing, an advantage which persisted into the following school year when students reached eighth grade.

Follow-up testing was done in only three skill areas when the students had reached eighth grade. In the case of the half-day group, students had been away from the study of French for about nine months, whereas the other two groups had taken French in programs which ended in June of the seventh grade year, about three months before the follow-up testing occurred. As noted above, students in the half-day group obtained significantly higher scores in writing. No other differences appeared for any group in listening, reading or writing.

Student self-assessments reinforced the message of test results. Those experiencing the more concentrated instructional models supplied higher ratings of how well they had done in learning French. There is, however, an important discrepancy between test results and student self-assessments. Testing revealed no significant differences among classes in the case of speaking skills. In contrast, students' self-assessments linked greater improvements in French pronunciation and in speaking in complete sentences and phrases to experience with more concentrated instructional models.

Students' Views on the Experience of Longer French Periods

Students in classes using the half-day or 80-minute models were asked a series of questions about their experiences with these longer instructional periods. A majority of these students reported that they liked having more time in French each day; about a third disagreed.

About three-quarters of students in the compact models indicated that the longer periods made speaking in French easier. This is consistent with students' self-assessments of improvements in French pronunciation and ability to speak in complete sentences. It is at odds, however, with the failure of students in the half-day and 80-minute models to significantly outperform those in the regular program on oral tests.

Three-quarters of students in both the half-day and 80-minute models agreed that it is easier to get to know the teacher (but not fellow classmates) in the longer periods. Majorities of both groups also thought that they remembered more of what they learned from day to day than in the regular 40 minute periods.

There were also, however, widespread criticisms of the compact models. Two-thirds of students in the half-day class and over a third of those in the 80-minute class reported that they got "too tired" in the longer French periods. Almost 60 percent of the half-day class and nearly half of the 80-minute class indicated that it was harder to pay attention in the longer French periods. Students in both these groups were divided over the statement, "I get bored taking so much French each day."

Overall, students experiencing the longer French periods liked the new compact models and thought they did better at learning French and that their oral language improved with the half-day or 80-minute periods. This self-assessment was at odds with actual test results. There was also evidence that the longer periods tax students' attention span.

Discussion and Conclusion

Figure 2 provides a summary of the main results of the study.

Skill Area	Test Results	Student Self-Assessments
Listening	No difference	No difference
Speaking	No difference	Some benefits from compact models
Reading	Some benefits from compact models	No difference
Writing	Some benefits from compact models	Some benefits from compact models

Figure 2. Summary of results.

Although students in the compact models reported that their speaking skills had improved, it is noteworthy that at no stage of the analyses did any differences appear on the speaking component of the French test package. One possible explanation relates to limitations of the picture description measures that emphasize eliciting students' oral or productive vocabulary knowledge. Had we measured hesitation phenomena or fluency, perhaps differences would have appeared.

The study focused on the potential of compact models for achieving French language outcomes and attitudinal effects that are superior to those that can be achieved in a regular program of 40-minute daily French periods. It seems clear that further experimentation with compact French models is warranted, especially with the half-day model.

The attempt to explore innovative models for French program delivery, and specifically the compact French program via this case study has been fruitful. As in any case study, the generalizability of the results of the present investigation is limited. The study will allow hypotheses to be developed for future, larger-scale investigations of compact models. It has also provided helpful pointers to educators and administrators about key issues involved in the implementation of a compact French model.

In considering the relevance of the present case study for boards of education in Canada and the U.S., two pertinent observations can be made. Grade seven is the first of the middle school years, where the Ontario Ministry of Education has encouraged the blocking of instructional time in creative ways. This blocking for French, especially in its most compact form, means that there may be large gaps between these "doses" of instruction for students who, for example, might study French for 10 weeks (half-day) starting in September of the seventh grade year, and potentially not again until the latter part of eighth grade. In the present study the students in the half-day model were away from French for eight full months, thus approximating conditions which would apply in a large-scale implementation of compact French programming.

Secondly, students in grade seven, on the threshold of adolescence, have presented a challenge to teachers of French where a traditional "drip feed" approach has led to a modest level of proficiency in French. This has meant that students may be reticent to engage in the kinds of productive language activities that are thought to be conducive to second language learning. The present study suggests that a longer class period over fewer months may promote higher levels of reading and writing proficiency and engender more self confidence.

> *. . .a longer class period over fewer months may promote higher levels of reading and writing proficiency and engender more self confidence.*

Note: For the complete report, "Revitalizing Core French: The Carleton Case Study (1995)," including names of tests used, detailed analyses, samples of questionnaires, and a *bibliography, contact:*

Research and Planning
Attn: Nancy McConnell
Carleton Board of Education
133 Greenback Rd.
Nepean, Ontario K2H 6L3, Canada

Cost is $10 per report and $5 shipping/handling (and GST, in Canada).

The National Network for Early
Language Learning (NNELL)
Invitational Institute
on the National Standards for
Foreign Language Learning

Wake Forest University
Winston-Salem, North Carolina
July 9-12, 1997

The institute is funded by Wake Forest University and the Foreign Language Association of North Carolina (FLANC) with support from the American Council on the Teaching of Foreign Languages.

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Help us celebrate NNELL's 10th anniversary!

We are seeking interested individuals, publishers, state and national associations to contribute $25, $50, $100 or more. Your contributions will be used to support the following activities:

- ★ PUBLICATION of a special volume of articles that addresses important questions about early language learning, edited by Dr. Myriam Met
- ★ NNELL CONFERENCE on the National Standards at Wake Forest University July 9-12, 1997
- ★ ADVOCACY & POLITICAL ACTION PACKET with ready-to-send materials and sample letters for use at local, state, and federal levels
- ★ SPECIAL EVENTS at ACTFL '97 in Nashville, Tennessee to celebrate the 10th Year Anniversary of the founding of NNELL
- ★ OTHER PROJECTS such as our journal, *Learning Languages*

Learning Languages Begins with You!

Please make checks payable to NNELL and send to:

Nancy Rhodes, Executive Secretary
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037

Job Openings

Blue Valley Schools in **Overland Park, Kansas** anticipates ***several foreign language openings*** in K-12 for the upcoming school year. You may request an application by phone, mail, or e-mail at: James Payne, Director of Human Resources; Blue Valley Schools, 15020 Metcalf, Overland Park, KS 66283; 913-681-4677; E-mail: jpayne@bv229.k12.ks.us.

Telluride School District, Colorado needs a full-time ***Spanish teacher*** to teach in a K-5 FLES program. Contact Mary McCready, Personnel Manager; c/o District Office; P. O. Box 187; Telluride, CO 81435; 970-728-6617.

Touchstone Community School, **Grafton, Massachusetts** needs a part-time ***Spanish teacher*** for a small, independent elementary school. This teacher will develop and implement a Spanish program for grades 3-6. Send resume to: Dick Zajchowski, Head; Touchstone Community School; 54 Leland Street; Grafton, MA 01519.

Southern Lehigh School District in **Center Valley, Pennsylvania** has an opening for a ***Spanish teacher*** who will develop curriculum and deliver instruction to English speaking elementary children. Contact Mrs. Julia Moore at Liberty Bell Elementary School, 960 E Oxford St., Coopersburg, PA 18036; 610-282-1850.

Park Ridge/Niles School District #64 in **Park Ridge, Illinois** is searching for a full-time elementary ***Spanish teacher*** and a full-time elementary ***French teacher***. These positions will plan, develop, and teach content-related curriculum units of foreign language instruction in grades 2-5. Send or fax a letter of introduction and a resume to: Dr. Jerry Hawver; Assistant Superintendent for Curriculum and Instruction; District #64; 164 S Prospect; Park Ridge, IL 60068; Fax: 847-318-4351.

Free Publicity Brochure

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) has prepared an attractive brochure for parents entitled "Why, How, and When Should My Child Learn a Second Language?" The brochure answers the following questions that parents commonly ask about language study for their children:

- What are the benefits of knowing a second language?
- Why is it better for my child to learn a language in elementary school?
- How are languages taught to children?
- Will a second language interfere with my child's English ability?
- If my child is enrolled in a language program in her school, what can I do to help her learn and practice?

Full text of the brochure may be downloaded from ERIC/CLL's web site at http://www.cal.org/ericcll. Copies of the brochure may be obtained by contacting the following ERIC office: ACCESS ERIC, 1600 Research Boulevard, 5F, Rockville, MD 20850-3172; Tel: 301-251-5789/800-538-3742; Fax: 301-309-2084; Email: acceric@inet.ed.gov.

Video Review

Review by
Lucinda Branaman
Center for Applied Linguistics

Canadian Parents for French. (1992). *Proud of two languages. Graduates' perspectives on French immersion.* Videotape. Ottawa, Ontario, Canada: Author.

Available from Canadian Parents for French, 176 Gloucester Street, Suite 310, Ottawa, ON K2P 0A6; Tel: 613-235-1481; Fax: 613-230-5940. Price: $14.99 (Canadian) for members and associate member organizations and $19.99 (Canadian) for non-members.

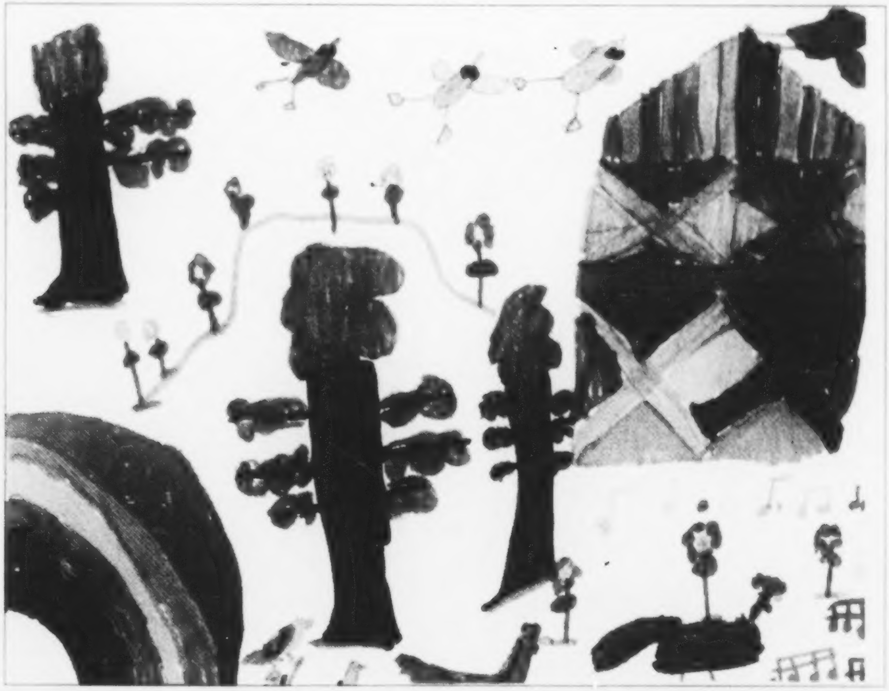
This short (15 min.), fun, fast-paced video features seven young Canadian English-speaking students and professionals — Richard, Jane, Jessica, Nicole, Kim, Theressa, and Greg — using French at school or in their jobs, travel, and leisure activities. They talk candidly about their experiences learning French in early, late, and partial immersion programs and about how having two languages has helped them personally and professionally.

A nice mix of informative interviews with real-life scenarios and classroom clips makes the video enjoyable to watch. Children sing and play games in early French immersion classrooms and older students learn math and science in French. Richard, Jane, Jessica, and Nicole speak French at school and with friends and peers. Richard, a high school senior, honors student, and football player, is learning French to keep doors to his future open and currently communicates in French with the opposing team members after a game. Jane and Jessica are both gifted ballet dancers who study with French-speaking instructors in Montreal. Nicole, a university student, takes many of her classes in French and hangs out with French-speaking friends on campus.

Theressa, Kim, and Greg depend on French at work. Theressa is an international aid professional who often travels in French-speaking countries. Kim, a Bell Canada representative, responds to French-speaking clients all day on the telephone; and Greg, an audio visual professional, communicates in French about all aspects of his work with colleagues at the Canadian Museum of Civilization.

Although the video is intended primarily for parents of prospective and current immersion students, the real-life clips and interviews also make it an informative and motivating way to reach out to students considering French language classes or to show current language students the lifetime benefits of learning a second language.

Children's Classroom Creations



Michael Rasenman
Grade 4
Pingry School
Short Hills, New Jersey
Jeanine Carr, Spanish Teacher

The picture above is an illustration of the Mexican song "De Colores". It is one of the drawings chosen to be used as a placemat at the 1997 Swap Shop Breakfast held at the meeting of the ACTFL (Nov. 20-22, 1997).

Attend NNELL's 10th Anniversary Celebration at ACTFL

In commemoration of NNELL's 10th anniversary, a number of activities will be featured at the ACTFL '97 conference in Nashville, Tennessee, November 20-22. NNELL will have its own booth (as it has had in the past) and the booth will be the center of action in Nashville!

Conferees will be able to send letters to their politicians, watch videos of FLES programs from across the country, acquire K-8 student penpals, win exciting raffle prizes, and observe a famous Asian artisan, Tsong Yuan, as he creates special works of art for the participants.

Also plan to attend the NNELL session (check the ACTFL program for exact time and place), which will be a special celebration with surprise activities highlighting the past 10 years of NNELL's support for foreign language instruction in early start, long sequence programs for children.

NNELL past president Audrey Heining-Boyton of North Carolina is the chair of the NNELL celebration that will take place in Nashville. Chairpersons are: Kay Hewitt, Deby Doloff, Carol Orringer, and Anita LaTorre.

Activities for Your Classroom

Bon Voyage!

PASSPORT
BOARDING PASS

Monique Luiten Halter, Madeleine Pohl, Gretchen Richter, Toni Simpson
American Cultural Exchange Children's Program
Seattle, Washington

Objective:

Using the concept of an imaginary trip, students will exchange information using a variety of vocabulary words and expressions including: colors, clothing, parts of the body, modes of travel, greetings, families, numbers, foods, etc. Students will identify selected products and practices of the target culture.

Materials:

- map
- globe
- crayons, markers
- scissors
- glue
- collage materials
- manila folders with items for sealing the sides and decorating them
- butcher paper, notebook paper, construction paper
- stamps
- toy cars
- other art/craft supplies as needed
- recipes and supplies need for cooking project
- supplies as needed for Total Physical Response (TPR) lessons (clothing, suitcase, etc.)
- appropriatae handouts

Description:

This interactive unit was developed to be used in over 40 lessons of 40 minutes each. Each of its eight sections may require four to five lessons, depending on the age of the students.

Procedure:

1. **Destination:** Use maps, globes, and appropriate handouts to help students learn about the geography of their destination. Have them color a flag and learn to locate cities of interest.

2. **Passports**: Give students a pretend passport, and have them fill in a passport number, provide personal information, and draw a passport photograph. Body parts can be introduced in this lesson and students may make a personal collage for display.

3. **Suitcase:** Use real props and TPR lessons to introduce the clothing vocabulary and use memory games to reinforce it. For example, the first student says, "I put a ___ in my suitcase." The next student repeats and adds an item, and so on throughout the class. To make a suitcase, students seal the edges of a manila folder, then attach a handle and address tag. Use paper cutouts of clothing to pack the suitcase. The suitcase also may serve as a file for student work.

4. Departure: Introduce the class to vocabulary and procedures for methods of transportation, customs, asking for and following directions, in-flight meals, and, perhaps, lost luggage (a variation on Hide-and-Seek).

5. Host family: Group students into small families of three or four. Have them design their own houses appropriate to the style in the target culture. Include a cooking project to help them learn about typical recipes and eating customs, including table manners of the target culture.

6. Going to town: Have the class create a town on butcher paper, assigning each student a building, street, or landmark to prepare. Have students drive toy cars through the town in response to appropriate directions. Have students write and illustrate postcards to send to parents. The class may wish to make, and then shop for, souvenirs.

7. Other suggestions: Take students on an imaginary visit to a museum and include an art project. Have students keep a diary or travel journal using words or pictures. Have them use phone props and phone numbers from the target culture to place phone calls to carry out simple conversations.

8. The return home: Provide a review of the entire unit as suitcases are re-packed. Have students plan and prepare a short, simple presentation for parents.

***Note:** The target language is used throughout the unit. Each lesson includes TPR, a game, a song, a hands-on activity, and a cultural lesson.*

Targeted Standards:

The new student standards for foreign language learning have identified five goals of foreign language education: Communications, Cultures, Connections, Comparisons, and Communities. For each goal, 1-3 standards are defined. To help teachers begin to see connections between the standards and their classroom teaching, the standards targeted in this unit are listed, followed by an example of the activities that address these standards.

1.1 Interpersonal Communication
    Students engage in simulated phone conversations.

1.3 Presentational Communication
    a) Students create a written/illustrated travel diary or journal to share with classmates and/or parents.
    b) Students write/illustrate postcards of their imaginary destination to share with class/parents.

2.1 Practices of Culture
    Students use appropriate target culture table manners.

3.1 Furthering Connections
    a) Students participate in games and songs of the target culture.
    b) Students prepare, eat, and discuss food common in the target culture.
    c) Students view and discuss art of the target culture.

4.2 Culture comparisons
    Students compare and contrast their table manners with those of the target culture.

5.1 School and Community
    Students use the language in the classroom at a presentation for parents, and at home through postcards sent to their parents.

5.2 Life-Long Learning
    Students develop skills and vocabulary necessary for a trip to the target culture.

Political Action and Advocacy

Kay Hewitt
Political Action and Advocacy Chair
Lexington, South Carolina

The Political Action and Advocacy Committee urges you to contact your federal legislators and ask them to support Representative Serrano's English Plus Resolution.

In this issue we include information about several important advocacy concerns. President Mary Lynn Redmond addresses one of these concerns on page 2. We introduce the other features here.

President Clinton Opposes English Only

Katia Parvis-Condon, the NNELL state representative from California, wrote to President Clinton in November about her concerns for the proposed English Only legislation. She has shared with us the President's impressive response which we have included here on page 16.

Oppose English Only —Support English Plus

There is still effort being made in Congress to make English the official language of the United States. The Supreme Court refused to rule on Arizona's official English law, based on technicalities. Consequently, the issue of English Only remains very much alive.

Representative Jose Serrano of New York is sponsoring an English Plus Resolution, which, among other things, recognizes that multilingualism is an asset, not a liability. Because of its importance, the full text of this resolution is included on page 17.

Teaching Tolerance

Finally, Boni Luna shares her personal reflections on the teaching of tolerance in the foreign language classroom on page 18. Ms. Luna's personal experience as an immigrant to the United States has helped to shape her teaching philosophy and her conviction that foreign language teachers should bring social issues such as the English Only movement to students' attention.

Needs at the State Level

The Joint National Committee for Languages/National Council for Languages and International Studies (JNCL/NCLIS) in Washington, D.C., reports that the annual state survey conducted by its office found that, overall, states have increased funding for education, but have eliminated some language-related positions at the state level. The greatest support for foreign language education in most states comes from departments of education and boards of education, and the greatest critics are the state legislators.

This survey reveals a need for NNELL members to write to their state senators and representatives about the importance of their teaching and the benefits of early language learning. If your state has lost a state foreign language consultant or other professional, let your legislators know how important that person is to the profession. Send a copy of the letter on page 3 with a request for increased funding to your legislators.

What the Political Action and Advocacy Committee Can Do for You . . .

Our committee is dedicated to working on behalf of all members of our professional organization who have political action or advocacy concerns. Please contact the chairperson or any of the committee members if you have a need for advocacy.

At the same time, our committee's work is based on the premise that all NNELL members must serve as advocates for early language learning. As NNELL's advocacy chairperson, I would be happy to help you determine what your personal involvement in NNELL's advocacy efforts might be at the local, state, and/or national level. Please contact me, or one of the committee members listed here.

Over the next few months, our committee will be preparing an advocacy packet that will be available to all NNELL members in observance of NNELL's 10-year anniversary. If you should have ideas or suggestions about materials or information that should be included in this packet, please write to me, Kay Hewitt.

Two new members have been added to our committee. Paris Sangrene is from Iowa and was highly recommended by her colleagues there. Dr. Patti Overall, who is president of the Arizona FLES Association, has been instrumental in establishing elementary foreign language programs in her state. Her advocacy efforts were featured on the front cover of the Fall 1996 ACTFL Newsletter (Vol. 9, No. 1). Welcome to these two new members! The names and addresses of NNELL's Political Action and Advocacy Committee members are listed here for your convenience:

Terri Hammatt
242 Delgado
Baton Rouge, Louisiana 70808

Dan MacDougall
10 Bent Oak Road
Beaufort, South Carolina 29902

Patricia Montiel Overall
2150 E. Camino Miraval
Tuscon, Arizona 85718

Paris Sangrene
Parkview Middle School
105 NW Pleasant Street
Ankeny, Iowa 50021-0189

Lauren Schaffer
77 Manzanita Street, #1
Ashland, Oregon 97520

Mary J. Sosnowski
58 Sears Road
Wayland, Massachusetts 01778

Kay Hewitt, Chairperson
Lexington Elementary School
116 Azalea Drive
Lexington, South Carolina 29072

Visit NNELL on the Web

Check out NNELL's new website at: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html for the latest on-line information about NNELL. In addition to finding background information on NNELL and how to become a member, you can access lists of NNELL elected and appointed officers, committee appointments, state and regional representatives. The website also has information about *Learning Languages*, including editorial policies, guidelines for submission of articles, and the text of key articles from recent issues.

You can download and personalize the letter to members of Congress (see page 3 of this issue) on NNELL's website. Located in the section on Advocacy issues, the letter contains links so you can access the addresses of your senators and representatives for easy mailing.

Editor's Note: The following reply was sent to Katia Parvis-Condon, the NNELL state representative from California. She wrote to President Clinton about her concerns for the proposed English Only legislation.

The White House
Washington

November 7, 1996

Ms. Katia Parvis-Condon
Number 392
23100 Avenue San Luis
Woodland Hills, California 91364

Dear Katia:

Thank you for sharing with me your thoughts on "English-only" legislation.

Everyone throughout the world recognizes that English is the common language of the United States, and I consider legislation such as the English Language Empowerment Act, the Bilingual Voting Requirements Repeal Act, and the Language of Government Act to be divisive and unnecessary.

These measures would have numerous objectionable effects. They would effectively exclude Americans who are not fully proficient in English from equal participation in society, denying them equal access to education, social services, and other interaction with their government and their communities. Restricting the government's ability to communicate clearly with citizens simply because their English proficiency is limited would infringe upon the most basic tenet of participatory democracy — a citizen's right to vote. We would no longer be able to effectively conduct required business in writing with the millions of U.S. citizens, in Puerto Rico and many states, who do not read English.

We are a great nation of many voices. The Constitution and the Bill of Rights serve to unite all Americans and seek to guarantee freedom of speech, representative democracy, respect for due process, and equality of protection under the law. Proposals for "English-only" laws, which would require the federal government to conduct the vast majority of its official business only in English, contradict these principles.

Be assured that I will veto such misguided measures.

Sincerely,

Bill Clinton

CONCURRENT RESOLUTION

ENTITLED THE "ENGLISH PLUS RESOLUTION"

Whereas English is the language of the United States, and all members of the society recognize the importance of English to national life and individual accomplishment;

Whereas many residents of the United States speak native languages other than English, including many languages indigenous to this country, and these linguistic resources should be conserved and developed;

Whereas this Nation was founded on a commitment to democratic principles, and not on racial, ethnic, or religious homogeneity, and has drawn strength from a diversity of languages and cultures and from a respect for individual liberties;

Whereas multilingualism, or the ability to speak languages in addition to English, is a tremendous resource to the United States because such ability enhances American competitiveness in global markets by permitting improved communication and cross-cultural understanding between producers and supplies, vendors and clients, and retailers and consumers;

Whereas multilingualism improves United States diplomatic efforts by fostering enhanced communication and greater understanding between nations;

Whereas multilingualism has historically been an essential element of national security, including the use of Native American languages in the development of coded communications during World War II, the Korean War, and the Vietnam War;

Whereas multilingualism promotes greater cross-cultural understanding between different racial and ethnic groups in the United States;

Whereas there is no threat to the status of English in the United States, a language that is spoken by 94 percent of United States residents, according to the 1990 United States Census, and there is no need to designate any official United States Language or to adopt similar restrictionist legislation;

Whereas "English-only" measures, or proposals to designate English as the sole official language of the United States, would violate traditions of cultural pluralism, divide communities along ethnic lines, jeopardize the provision of law enforcement, public health, education, and other vital services to those whose English is limited, impair government efficiency, and undercut the national interest by hindering the development of language skills needed to enhance international competitiveness and conduct diplomacy; and

Whereas such "English-only" measures would represent an unwarranted Federal regulation of self-expression, abrogate constitutional rights to freedom of expression and equal protection of the laws, violate international human rights treaties to which the United States is a signatory, and contradict the spirit of the 1923 Supreme Court case Meyer v. Nebraska, wherein the Court declared that "The protection of the Constitution extends to all; to those who speak other languages as well as to those born with English on the tongue": Now therefore, be it

Resolved by the House of Representatives (the Senate concurring), That the United States Government should pursue policies that —

(1) encourage all residents of this country to become fully proficient in English by expanding educational opportunities and access to information technologies;

(2) conserve and develop the Nation's linguistic resources by encouraging all residents of this country to learn or maintain skills in a language other than English;

(3) assist Native Americans, Native Alaskans, Native Hawaiians, and other peoples indigenous to the United States, in their efforts to prevent the extinction of their languages and cultures;

(4) continue to provide services in languages other than English as needed to facilitate access to essential functions of government, promote public health and safety, ensure due process, promote equal educational opportunity, and protect fundamental rights; and

(5) recognize the importance of multilingualism to vital American interests and individual rights, and oppose "English-only" measures and other restrictionist language measures.

Teaching Tolerance in the Foreign Language Classroom: A Personal Reflection

Boni Luna
Montclair Kimberly Academy
Montclair, New Jersey

Though I now find myself going on 10 years as a teacher and can, in retrospect, see that I had always been instinctively drawn to the profession, teaching is a career that I stumbled upon. Until recently, I had never thought about my philosophy as a teacher of Spanish in a formal way. I knew what linguistic goals I had and what aspects of a country's culture I wanted to teach, but I never analyzed how my own background and experience fit into the whole scheme of things.

Until recently, I had never thought about my philosophy as a teacher of Spanish in a formal way.

As an immigrant to this country, the issue of tolerance has always been important to me. My grandparents and I emigrated from Cuba when I was seven years old. I struggled with many issues at that time, including the separation from my parents and the new and cold landscape with its vast numbers of cars and gray buildings. I was particularly confused and frustrated by a teacher who was intolerant of my plight and annoyed by my lack of English skills, and who perceived me only as a burden and additional work. For me, second grade was a year of simply watching, not understanding what was being said, and being made to stand in the corner daily for not following directions properly.

I realized only recently that for some time I have been teaching tolerance in my classes. I have always felt that as a foreign language teacher I should bring certain social issues to students' attention, such as the "English Only" movement or the current debate over immigration policy. But I had never formed a philosophy based on this or thought that our curricula should contain the underlying premise of using culture as a tool to teach tolerance.

During this past summer I attended the Culture and Children's Literature Institute at the National K-12 Foreign Language Resource Center at Iowa State University. The institute focused on the significance of culture and its applicability in the foreign language classroom, but not just as a culture capsule or as an aside to fill in time. Working in small groups, we analyzed the uses of literature from target cultures and came up with curriculum units based on particular stories or folktales. Our units incorporated the skills that the national standards document has set forth in its five goals: Communication, Cultures, Connections, Comparisons, and Communities. My group chose to work with a book entitled *La mujer que brillaba aun más que el sol.*

The story tells the legend of an exotic woman who comes to a small Mexican town and of the effect her presence has on the villagers, the town, and its natural resources. Because they do not understand the wondrous power she possesses over the river and the animals, the villagers shun her and force her to leave.

This story was particularly poignant to me because of its mythical implications and the way present-day dilemmas with water rights and conservation are interwoven in the story. We designed activities in the unit to deal with the characters' interactions with each other, as well as how students perceive each other and people that are different from them.

Our opening activity deals with the verb *brillar* (to shine). The students discuss what objects shine, the difference between shining and reflecting, and whether people can shine or not. Towards the end of the unit the Mexican legend of the *llorona* is brought in to draw parallels. Everything was designed to be taught in the target language, using the vocabulary acquired. The project was a labor-intensive task but one well worth the time and effort because of the deeper discussions and thought it inspired in me.

The foreign language classroom is the perfect setting to discuss tolerance because we already teach cultural enrichment. By teaching culture, we are exposing students to new ideas, people, and perceptions. Our classes lend themselves readily to looking at our nation as a whole and discussing the concept of language and its implications here in the U.S. as well as abroad. We can and should ask questions of great importance, such as: Why is the history of a language so important? What are the consequences or repercussions of having one or two official languages?

In the essay, *"Notas al margen: el lenguaje como instrumento de dominio,"* Rosario Castellanos points out that language is a tool to control, but also possesses the power to liberate. While she is referring to Spanish as the language of dominance in the colonial times of Latin America, Spanish in the present-day United States has been targeted as a language to be controlled, perhaps even silenced. At this particular time in the history of this country, when society seems to be going in one direction, the foreign language class is going in another. When we teach students to love "culture" and value diversity, and politicians say "close the borders," we as educators have an even greater responsibility to teach tolerance. Tolerance does not imply that one must accept or approve of everyone and everything, but rather that one should develop educated and well-informed decisions on issues that affect real people.

Our classrooms are a microcosm of society and, as such, we must examine carefully why and how we teach. Personally, I have gained focus and perspective as a result of my own self-evaluation, making connections between my classroom and the "real" world, and my recent studies. I feel that teachers should not shy away, but embrace the opportunity that teaching under the foreign language umbrella offers. Bringing history, art, literature, politics, and current affairs into the classroom not only makes learning a language interesting and relevant to students, but provides us, as educators, with information with which to renew ourselves.

We can and should ask questions of great importance. . .

Resources

Castellanos, R. (1988). Notas al margen: el lenguaje como instrumento del dominio. In R. Chang-Rodriguez & M. E. Filer (Eds.), *Voces de hispanoamerica: Antologia literaria* (p. 484). Boston: Heinle & Heinle.

Cruz Martínez, A. (1991). *The woman who outshone the sun/La mujer que brillaba aun más que el sol.* Story by R. Zubizarreta. San Francisco: Children's Book Press.

Basic Skills Revisited:

The Effects of Foreign Language Instruction on Reading, Math, and Language Arts

Refereed Article

Penelope W. Armstrong, Ph.D.
Department of Foreign Languages
Pittsburg State University
Pittsburg, Kansas

Jerry D. Rogers, Ph.D.
Department of Management & Marketing
Kelce School of Business
Pittsburg State University
Pittsburg, Kansas

The effectiveness of foreign language instruction in elementary school is usually not disputed in principle and is often supported by anecdotal evidence, which, while interesting, is not enough to convince decision-makers to implement and support such programs.

Many factors contribute to a reluctance to develop elementary school foreign language programs in the U.S. At the administrative level, school districts are experiencing severe budget constraints that force them to make choices about both implementing new programs and cutting existing programs. In this context, foreign language programs are often regarded as unaffordable luxuries.

. . .foreign language programs are often regarded as unaffordable luxuries.

In the elementary classrooms, teachers are faced with increasing responsibility for a wide range of mandated subject material as well as for the social problems of their students. It is not surprising that a frequent reaction to the proposal for an elementary school foreign language program is frustration about finding instructional time during the school day as well as concern that time taken away from instruction in other subjects might result in a lowering of the level of basic skills of the students in those other subject areas.

Although the relationship of foreign language instruction to basic skills acquisition has been investigated regularly during the past 40 years, most published studies have attempted to quantify the effects of foreign language instruction without addressing in any depth the nature of the instruction of the target language. Much of the basic skills research reported in the last two decades reflects large-scale and longitudinal studies. Small-scale, classroom-oriented research projects have also attempted to measure the relationship between elementary school foreign language instruction and basic skills, but few have included mathematics.

The study presented here was undertaken in order to provide quantitative and qualitative evidence of the effect of foreign language education upon the basic skills of elementary students, with the hope that such evidence will provide information and assistance to parents and educators who are investigating the benefits of elementary school foreign language programs.

Background of Basic Skills Studies

The short period of intense interest in elementary school foreign language programs in the 1960s produced several interesting studies that attempted to confirm and quantify the effect of foreign language instruction upon the basic skills of elementary school children. Those early studies, along with more recently reported studies (Garfinkel & Tabor, 1991; McCaig, 1988; Rafferty, 1986), have in common a lack of information about the actual instruction of the foreign language in the classroom. A few mentioned that the method of instruction was audio-lingual or oral-aural (Johnson, Ellison, & Flores, 1961, 1963; Potts, 1967), and others noted that instruction included previously videotaped lessons that were presented by the classroom teachers (Leino & Haak, 1963; Johnson et al., 1963). Garfinkel and Tabor (1991) and Masciantonio (1977) reported the effectiveness of new teaching methods, but without details of the actual instruction. Larsen-Freeman and Long (1991) addressed this paucity of qualitative analysis in language acquisition research, commenting that if researchers were to specify the kind of instruction involved in their studies it would help to avoid a pendulum swing in the field, as well as save time on subsequent research on the relative effectiveness of different types of instruction (p. 322).

Two early, small-scale studies by Johnson et al. (1961, 1963) in Champaign, Illinois, revealed that an experimental group of third-grade students who had received oral-aural Spanish instruction in 1959 showed gains in arithmetic, English grammar, and English reading skills equal to or greater than the control class (1961, p. 201), and, in 1961, an experimental group of fourth graders demonstrated no significant loss in achievement of basic skills as a result of foreign language instruction (1963, p. 11). At about the same time, Leino and Haak (1963) reported similar results from a large, longitudinal study in the St. Paul, Minnesota, Public Schools. At the end of the first year of the St. Paul study, the experimental group scored significantly better than the control group in 26 out of 28 comparisons, including arithmetic (p. 20). At the end of the third year, the researchers concluded that the deletion of time from the instruction of arithmetic, language, and social studies to devote to the study of Spanish had not had a detrimental effect upon measured achievement in these subject areas (p. 29).

From the campus lab school of a regional state university in New York, Potts (1967) reported a study of first- and second-graders in which an experimental group received audio-lingual French instruction at the same time that a control group received dance instruction. According to Potts, there was no "non-chance" difference between the two groups in both reading and in general school achievement (p. 370), and there seemed to be little possibility that the oral system of the second language had interfered with the learning of the writing system of the first (p. 371).

During the 1970s, large-scale studies in three major cities, Indianapolis (Sheridan, 1976), Philadelphia (Offenberg, 1971), and Washington, D.C. (District of Columbia Public Schools, 1971), revealed that the study of Latin had a positive effect on the basic skills of elementary students. Masciantonio noted in 1977, however, that in spite of the positive results of the studies and the linguistic relevance of Latin, several of the existing elementary school Latin programs, including the one in Washington, D.C., were being dropped for budgetary reasons as well as lack of interest on the part of administrators.

In the mid-1980s, Rafferty in Louisiana and McCaig, of the Ferndale, Michigan, Public Schools, reported two large-scale, longitudinal studies with different outcomes. Rafferty (1986) reported that elementary students who had received foreign language instruction outperformed students who had not had foreign language instruction on the language arts section of the Louisiana Basic Skills Test, regardless of race, gender, or academic level (p. 11). Furthermore, the fifth grade foreign language students' "advantage" in language arts skills was more than double that of the third- or fourth-grade foreign language students (p. 15). Additionally, at the fifth-grade level the students receiving foreign language instruction tended to outperform the non-foreign language students in math as well (p. 19). In contrast, McCaig (1988) reported a study of third-, fourth-, and fifth-graders that demonstrated that time in the regular school day given over to the instruction of foreign language did not result in any significant differences in the acquisition of basic skills by elementary school students; but there also was no indication that foreign language instruction had been detrimental to the development of basic skills (p. 9). Neither study included specific information about the methods of instruction used in the foreign language classrooms.

[of the studies] none have implied that foreign language instruction in elementary schools has a negative or detrimental impact upon the basic skills acquisition.

More recently, Garfinkel and Tabor (1991) reported a significant positive difference in reading achievement in favor of sixth-grade students in a low ability group (identified by the Otis-Lennon School Abilities Test) who had participated in an optional before- or after-school Spanish class during fifth and sixth grades when compared to students from the same ability group who were not studying Spanish. Both groups had received an introduction to Spanish through nine-week foreign language exploratory (FLEX) classes in third and fourth grades. They also reported a significant correlation between improved reading scores for subjects who were students of below-average and average intelligence and participation in a full year or two of Spanish instruction in fifth or sixth grades.

Among the varied results of the basic skills studies reported over the years, none have implied that foreign language instruction in elementary schools has a negative or detrimental impact upon the basic skills acquisition of elementary school students. Most report a positive effect, and even the neutral results reported by Leino and Haak (1963), Potts (1967), and McCaig (1988) represent good news to educators who fear that taking time out of the school day for the instruction of foreign language could result in the reduction of basic skills acquisition.

Hypothesis of the Study

In order to more fully understand the influence of foreign language instruction on basic skill learning, we developed the null hypothesis that there would be no significant differences between the posttest reading, language, and math scores of third-grade students who received Spanish instruction and third-grade students who did not receive Spanish instruction over the period of the study. A rejection of the null hypothesis would indicate that there were differences in basic skills learning and would require further examination of the differences to determine whether the scores of students receiving foreign language instruction were higher or lower than those who did not study foreign language.

Population of the Study

The sample for the study initially included 100 third grade-students enrolled during the fall semester of 1994 in two of the five neighborhood elementary schools in Unified School District (USD) 250, Pittsburg, Kansas, a city of about 18,000 in southeast Kansas. The principals of the two schools had volunteered to participate in the study. In both schools the principals reported that the third-grade students had been randomly assigned to their classes that fall; that is, there were not any parental requests for classroom placement, no attempt was made to place students in classrooms according to individual ability, and placement was made according to available space. Students at both schools represented a wide spectrum of socio-economic levels as well as individual intellectual capabilities.

During that academic year, one school, which we will call Southeast for purposes of this discussion, had three third-grade classrooms and the other school, which we will call Northwest, had two. At each school, one class was chosen to be the experimental class; the others were designated as control classes. (The control classes received Spanish lessons during the spring semester, after the data for the study had been collected.) Just before the semester began, one teacher at Southeast had to take a leave of absence and a full-time substitute was hired for her class for the semester. That class became part of the control group. The Southeast experimental class was selected by a coin toss between the other two third-grade classes. At Northwest, one teacher was newly hired. She felt that she needed to have a semester with her class before they began Spanish lessons, so her class was designated the Northwest control class.

The official count of third graders in USD 250 in the fall of 1994 was 207 students in eleven classrooms; therefore, the 100 participating students represented approximately half of the third-grade population of the school district at the time of the study. All 100 students took the pretest in September. Seven were absent for the posttest and three more were dropped from the study because they did not complete all sections of both pretests and posttests. The final sample included 40 in the experimental group and 50 in the control group.

Collection of Data

The Metropolitan Achievement Test, Seventh Edition (MAT 7) Short Form, Level Primary 2, was selected to serve both as the pretest and the posttest instrument. It contains sections on reading comprehension, language, and mathematics concepts. The pretest was administered at the beginning of September by the classroom teachers along with the Otis-Lennon School Abilities Test (OLSAT), Sixth Edition, Level D. Following the administration of the pretest, the two experimental classes received half-hour Spanish lessons on Monday, Wednesday, and Friday mornings for the rest of the semester, finishing in the first week of December when the posttest was administered. During the semester of the study, the control classes followed the standard third-grade curriculum.

. . .the two experimental classes received half-hour Spanish lessons on Monday, Wednesday, and Friday mornings.

Methodology of the Study

As we selected the appropriate statistical procedures to use in testing our hypothesis we considered several specific requirements. First, we needed to be able to identify whether any differences in the reading, language, and math scores were global (i.e., jointly influencing learning in multiple areas), and whether the influence varied by the nature of the material to be learned. In the latter case, we wanted to be able to identify which of the areas were influenced.

Additionally, we needed to be able to remove any potential bias resulting from our inability to carefully match the experimental and control groups. We chose to use multivariate analysis of variance (MANOVA), a statistical procedure that meets each of these needs. The posttest scores in reading, math, and language were the dependent variables. Group membership (control or experimental) served as the independent variable; and the pretest scores of the three test components, gender, and IQ were used as covariates.

Data Analysis

Although it was not essential to the study that the two groups be highly similar because the statistical procedures employed were capable of measuring and adjusting for group differences through the use of covariates, it is interesting to note that initially the groups appeared to be quite similar on each of the variables of the study (Table 1).

Homogeneity of variances between the two groups over the dependent variables was established for reading (F 1, 13895 = 1.92648, p = .165), math (F 1, 13895 = .19553, p = .658), and language (F 1, 13895 = 1.45126, p = .228). The results of the Bartlett test of sphericity, used to determine whether the dependent variables are significantly correlated with each other, were (df 3, 66, F = 2.95, p = .125), indicating that we should be cautious in assuming that the dependent variables were correlated. This lack of correlation among the dependent variables suggests that each of the subject areas should be examined individually, rather than as a "global" learning effect influencing the dependent variables jointly. Therefore, the statistics related to univariate analyses of the three variables are perhaps more indicative of learning effects than are the multivariate results.

Table 2 presents the regression results related to the pretest scores, gender, and IQ covariates and indicates that the covariates are significantly related to the joint, multivariate measure of reading, math, and language. Table 3 shows that prereading scores are significantly and positively correlated with postreading and postlanguage scores, and premath is significantly and positively correlated with postmath and postlanguage scores. Prelanguage scores are not significantly related to any of the posttest scores.

Gender and IQ were not significantly related to any of the dependent variables. This supports earlier research in which males and females did not differ significantly in how they were influenced by foreign language instruction (Landry, 1973; Rafferty, 1986). Because gender and IQ were not found to be significantly related to any of the dependent variables, at this point in the analysis they were re-

Table 1
Initial Group Comparisons Over OLSAT and MAT Components

	Experimental Group			Control Group				
	Mean Raw Score	Std. Dev.	n	Mean Raw Score	Std. Dev.	n	t-Value	t-Prob.
Reading	20.95	6.68	40	21.04	6.51	53	-.06	.949
Math	18.25	4.99	40	19.34	6.45	53	-.89	.377
Language	21.05	4.87	40	21.86	4.28	53	-.85	.400
IQ (OLSAT)	29.88	10.16	40	29.31	11.20	53	.25	.803

Table 2
Covariate Regression Statistics: Within + Residual Regression

Multivariate Tests of Significance

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Prob.
Wilks	.26224	12.70169	9.00	155.91	.000
Pillais	.94974	10.19100	9.00	198.00	.000
Hotellings	2.00510	13.96144	9.00	188.00	.000
Roys	.59125				

Univariate F-Tests with (3, 66) DF

Variable	Hypoth. SS	Error SS	Hypoth MS	Error MS	F	Prob.
Reading	130.98	195.16	43.66	2.96	14.76	.000
Math	572.44	575.87	190.81	8.73	21.88	.000
Language	148.80	194.66	49.60	2.95	16.82	.000

Table 3
Correlations Between Covariates and Dependent Variables

		B	Beta	Std. Err.	t-value	Prob.
Prereading	Postreading	.291	.602	.058	5.05	.000
	Postmath	.025	.028	.099	.26	.799
	Postlanguage	.202	.406	.058	3.50	.001
Premath	Postreading	-.023	-.059	.043	-.53	.597
	Postmath	.470	.645	.075	6.30	.000
	Postlanguage	.129	.322	.043	2.98	.004
Prelanguage	Postreading	.040	.068	.078	.51	.609
	Postmath	.116	.106	.134	.87	.387
	Postlanguage	.053	.087	.078	.68	.497

moved as covariates of the study.

We feel that the failure of IQ to be correlated with the dependent variables is most likely attributable to our having to drop from the analysis eight experimental group students and eleven control group students whose post-test scores were identified as extreme outliers. Hair, Anderson, Tatham, and Black (1995) warn that MANOVA and ANOVA are especially sensitive to outliers and their impact on Type I error. They strongly encourage researchers to first examine the data for outliers and eliminate them from the analysis because their impact will be disproportionate in the overall results (p. 276).

Those nineteen students identified as outliers were from the lowest IQ levels as identified by the OLSAT, and consequently the group of students included in the final analysis exhibited little variance in IQ. Since the post-test scores varied considerably among the remaining students in the study while IQs varied little, one could not expect IQ to be significantly correlated to learning in this study. Previous basic skill studies have not indicated how or if extreme outliers were removed from analyses, but they do report slight evidence that IQ has an impact on the effect of foreign language instruction on basic skill acquisition (Garfinkel & Tabor, 1991;

Leino & Haak, 1963).

The MANOVA multivariate results that appear in Table 4 show that there is a significant difference in the posttest scores between the two groups (F = 3.79, df = 3, 198, p = .014).

The multivariate F probability of .014 is well below the conservative significance level of .05. We must reject the initial null hypothesis and conclude that the students who received foreign language instruction did demonstrate significant differences in the learning of basic skills.

Table 4
Results of Tests of Significance of Equal Means

Multivariate Significance (S = 1, M = 1/2, N = 31)

Test Name	Value	Exact F	Hypoth. DF	Error	Prob.
Wilk's	.848	3.79	3.00	64.00	.014

Univariate F-tests with (1, 66) DF

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Prob.
Post-Reading	6.51	195.16	6.51	2.96	2.20	.143
Post-Math	36.13	575.87	36.13	8.72	4.14	.046
Post-Language	13.76	194.66	13.76	2.95	4.66	.034

. . .students who received foreign language instruction did demonstrate significant differences in the learning of basic skills.

Having rejected the initial null hypothesis on the basis of the results of the multivariate analysis, we must now examine the univariate analysis of variance results for additional insights about the differences in scores on the MAT components. Reading scores of the experimental group were not significantly different from the scores of the control group (F = 2.20, df =1, 66, p = .143), but math and language scores were significantly different (F = 4.14, df =1, 66, p = .046), (F = 4.66, df = 1, 66, p = .034) respectively. Those univariate results as well as examination of the univariate comparisons of means after adjusting for the effect of covariates in Table 5 lead us to conclude that the statistically significant scores achieved by the experimental group are the result of gains in the subject areas of math and language.

The Foreign Language Classroom

Omaggio Hadley (1994) warns that because of the differences between learners in terms of cognitive style, aptitudes, personalities, preferred learning styles, and backgrounds, any "method" that requires a strict adherence to a set of principles or strategies will most likely be poorly suited to at least a subset of learners in the classroom (p. 13). For this study we selected the adaptable mix of techniques and teaching strategies that make up the Natural Approach as appropriate for the instruction of Spanish to the third-grade students.

The flexible tenets of the Natural Approach are based upon Krashen and Terrell's (1983) hypotheses of language acquisition and make extensive use of the widely-adopted techniques of Asher's (1986) Total Physical Response (TPR) theories. A concept shared by these two compatible approaches to language learning is that listening comprehension is a basic skill that promotes language acquisition, and that it must precede speech production (Terrell, 1982), a concept that is most important when teaching young children (Elenbaas, 1983). The importance of authentic, comprehensible input from the teacher in a low-anxiety environment is also now widely acknowledged. The student should understand the reason

Table 5
Observed and Adjusted Means for Post-Test Variables

Group / Variable	Observed Means	Adjusted Means	F Prob.(from Table 4
Experimental / Reading	26.656	26.629	.143
Control / Reading	27.231	27.258	
Experimental / Math	24.188	24.665	.046
Control / Math	23.744	23.266	
Experimental / Language	26.063	26.164	.034
Control / Language	25.436	25.335	

for learning the material presented and should be able to relate it to familiar subjects and experiences through personal involvement in class activities (Terrell, 1982).

The students in the experimental classes received half-hour Spanish lessons three times a week as the treatment in the study. Each 30-minute lesson included activities in a minimum of five subject areas, with several different activities in each subject area. There was no specific instruction of reading or writing in Spanish. The students moved quickly from one activity to another without much, if any, formal transition. Activities that involved active physical movement, such as TPR action commands, were alternated with activities that required sitting still, generally in a circle on the floor.

In the sense that TPR involves responding physically to commands without the immediate expectation of speech production, it was an integral part of nearly all of the activities. In addition to the commands of movement typical of early TPR activities (stand up, sit down, walk, walk fast, touch your nose, etc.) that provide quick interludes of physical activity as well as an effective way to learn body parts, the children were also instructed to handle props such as colored circles, foam letters and numbers, plastic foods, and table service. They advanced to selecting transportation toys and moving them between countries on a large floor map of South America (painted on a shower curtain), and to manipulating the features of a soft Mr. Potato Head. The children considered it a special privilege to use a pointer during a floor-map activity. Other effective props included a doll house with furniture, a life-size Halloween paper skeleton with a mustache and sombrero added, and a suitcase filled with old clothes. The excitement of dressing-up produced the first evidence of interlanguage among the third graders as they participated in a clothing introduction activity that was videotaped and subsequently used as a protocol (Armstrong, 1995).

The students were introduced gradually to oral production, responding individually at their own pace. An oral sequence would typically progress from yes/no questions through either/or questions, group responses, and finally to individual responses and the generation of their own commands. The students were quick to respond to meaningful communication, which at their level could be as simple as correcting "mistakes" made by the teacher. Teacher "errors" were occasions for exaggerated silliness that the children never tired of, as well as opportunities for them to feel that they were giving essential information. They also enjoyed turning the tables on the adults by giving

The students were quick to respond to meaningful communication. . .

them commands, often spontaneously as they gained confidence.

The lessons were conducted entirely in Spanish. The classroom teachers were always present during the lessons and they became language learners along with their students. At times the Spanish teacher prepared them in advance to model a new activity or game, saving precious minutes of repetitious explanation in Spanish or the need for repeated demonstrations. Because the Spanish teacher used gestures, props, and realia, and relied on a cognate-based vocabulary during the classes, the children had very little trouble understanding. They spoke to the Spanish teacher in English and received responses in Spanish, with little indication that they were aware that communication was occurring in two different languages. The quickly-acquired ability of the children to listen to and understand nearly everything that was said to them in Spanish was one of the elements of the foreign language experience that most impressed the classroom teachers. One of them commented that she had never observed her students listening as carefully as they did in the Spanish classes, and both mentioned more than once that the students' good listening habits were carried over into the regular classroom.

The lessons were conducted entirely in Spanish.

During the course of the semester, each teacher in her own way demonstrated excitement about learning Spanish along with her students. One began to recall and share the Spanish that she had learned in high school. She set up a learning center in her classroom that included Spanish children's story books and picture dictionaries. The other developed a particular interest in Spanish cognate words, and also began to search out stories in Spanish that could be read to the class during the lessons. Both teachers occasionally requested that special activities supplementing the third-grade core curriculum be incorporated into the Spanish lessons.

Discussion

The statistical result of this study that generates the most interest is the gains of the experimental group of students in math concepts. As we were planning the study, the classroom teachers expressed surprise that we intended to select for the pretest and posttest instrument a standardized test that included math skills. Reflecting the perception that foreign language instruction is primarily related to development in language, they thought it would have been logical to examine only language-related skills in this study. We included math in order to verify the results of earlier basic skills studies that had demonstrated either that foreign language instruction had not had a detrimental effect on progress in math (Leino & Haak, 1963), or that it had had a positive influence (Johnson et al., 1961; Masciantonio, 1977; Rafferty, 1986).

The math result was especially surprising to the teacher in one of the experimental classrooms, as she had taken the time for the Spanish classes out of instruction time normally designated for math. Her students had received one-and-one-half hours less of math instruction per week in order to participate in the Spanish classes and she had been anticipating a reduction in their posttest math scores. She was delighted to find out that her students had, in fact, outperformed the students in the control classes. The teacher in the other experimental classroom had rearranged her schedule in order to accommodate the Spanish classes, but had not substantially reduced the instruction time in any particular subject.

The statistically significant improvement of the experimental group of students over the control group in this study in the area of language arts provides support for Rafferty's (1986) finding that children in the third, fourth, and fifth grades who were in foreign language classes outperformed those students who were not taking foreign languages on the language arts section of the Louisiana Basic Skills Test. Rafferty observed that beginning as early as third grade, second-language study facilitates the acquisition of minimum skills in the children's native language, and that foreign language study aids rather than hinders the acquisition of English language arts skills. Rafferty's conclusion was that "students who are performing poorly in reading and language arts should be encouraged, not discouraged, from participating in foreign language study" (1986, p.11).

The non-significant result for the reading component of this study was not unexpected. Because we believe that foreign language instruction for children through third grade should emphasize oral-aural rather than written language acquisition, we did not include specific reading or writing activities in the Spanish classes. This is consistent with the previous FLEX experience of the fifth-grade students in Garfinkel and Tabor's 1991 study, who were being introduced to reading Spanish while maintaining and improving their listening and speaking skills acquired in third- and fourth-grade FLEX programs. Other basic skills researchers over the years have also concluded that the study of a foreign language does not have a detrimental impact on learning to read in the first language (Leino & Haak, 1963; McCaig, 1988; Potts, 1967). Rafferty (1986) speculated that the reason that the fifth-grade foreign language students in her study had doubled their advantage over the non-foreign language fifth-graders was that by the time that they reach fifth grade most children have mastered minimum reading skills in English.

Summary

This study of the effect of foreign language instruction on the basic skills of third-grade students includes both quantitative and qualitative components. In the quantitative component, children in experimental and control groups were pretested and posttested in the areas of reading, math concepts, and language arts, using the MAT-7 Short Form. Experimental treatment was half-hour Spanish lessons three times per week for one semester.

When the differences between the posttest scores of both groups were analyzed using multivariate analysis of variance (MANOVA), the multivariate analysis revealed a significant difference between the two groups ($p = .014$). Further analysis of the posttest scores through univariate analysis (each component treated separately) indicated that reading scores of the experimental group were not significantly different from the scores of the control group ($p = .143$), but that both math ($p = .046$) and language ($p = .034$) scores were significantly different. We concluded that the statistically significant gains in scores achieved by the experimental group were the result of gains in the subject areas of math and language.

We concluded that the statistically significant gains in scores achieved by the experimental group were the result of gains in the subject areas of math and language.

The second part of this study is a description of the foreign language classroom experience. Instruction was based on the tenets of the Natural Approach, because of its flexible teaching techniques and activities, and Total Physical Response (TPR) activities, which were prominent in the instructional mix.

Maintaining the target language at all times required the children to listen carefully. . .

Conclusions

We feel that two elements of the classroom experience had a particularly strong impact on the students: 1) the fact that instruction was entirely in the target language, and 2) the supportive presence of the classroom teacher during the Spanish lessons. Maintaining the target language at all times required the children to listen carefully, an effect of the lessons that carried over into the regular classroom, according to the classroom teachers. Use of the target language also helped to maintain the children's interest and positive behavior during the Spanish classes, as they had to listen closely in order to understand and participate in the activities. The Spanish teacher made extensive use of cognate words, gestures, props, and realia, and the children quickly acquired the ability to understand and respond correctly. They were allowed to develop their oral skills at their own pace, coaxed along with a sequence of activities that progressed from non-speaking physical responses to the generation of commands to the teachers or the other students.

The supportive presence of the classroom teachers enabled the Spanish teacher to make maximum use of the 30 minutes of instructional time. The classroom teachers participated in the Spanish lessons and were available to assist the Spanish teacher by demonstrating activities, providing disciplinary back-up, and being good role-models as language learners. They occasionally requested content or activities in the Spanish lessons that were related to the core curricula of their third-grade classrooms.

References

Armstrong, P. W. (1995). *The effect of foreign language instruction upon the basic skills of third grade students.* Unpublished doctoral dissertation, Kansas State University, Manhattan.

Asher, J. J. (1986). *Learning another language through actions: The complete teacher's guidebook.* (3rd ed.). Los Gatos, CA: Sky Oaks Productions.

District of Columbia Public Schools (1971). *A study of the effect of Latin instruction on English reading skills of sixth grade students in the public schools of the District of Columbia, school year, 1970-71.* Washington, DC: Division of Planning, Research, and Evaluation.

Elenbaas, C. T. (1983). *Putting language acquisition theory to practice in the classroom.* (ERIC Document Reproduction Service No. ED 226 587).

Garfinkel, A., & Tabor, K. E. (1991). Elementary school foreign languages and English reading achievement: A new view of the relationship. *Foreign Language Annals, 24*, 375-382.

Hair, J. H., Anderson, R. E., Tatham, R. L., & Black, W. C. (1995). *Multivariate data analysis* (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Johnson, C. E., Ellison, F. P., & Flores, J. S. (1961). The effect of foreign language instruction on basic learning in elementary schools. *Modern Language Journal, 45* (5), 200-202.

Johnson, C. E., Flores, J. S., & Ellison, F. P. (1963). The effect of foreign language instruction on basic learning in elementary schools: A second report. *Modern Language Journal, 47* (1), 8-11.

Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom.* Oxford and New York: The Pergamon Press.

Landry, R. G. (1973). The enhancement of figural creativity through second language learning at the elementary level. *Foreign Lan-*

guage Annals, 7, 111-115.

Larsen-Freeman, D., & Long, M. H. (1991). *An introduction to second language research.* New York: Longman.

Leino, W. B., & Haak, L. (1963). *The teaching of Spanish in the elementary schools and the effects on achievement in other selected areas.* (U.S. Department of Health, Education, and Welfare, Office of Education, Contract SAE 9515). St. Paul, MN: St. Paul Public Schools.

Masciantonio, R. (1977). Tangible benefits of the study of Latin: A review of research. *Foreign Language Annals, 10*, 375-382.

McCaig, R. (1988). *The effect of the elementary foreign language program on aspects of elementary education: A longitudinal study.* Ferndale, MI: Ferndale Public Schools.

Offenberg, R. (1971). *Evaluation of the elementary school (FLES) Latin program 1970-71.* (Office of Research and Evaluation). Philadelphia, PA: The School District of Philadelphia. (ERIC Document Reproduction Service No. ED 056 612)

Omaggio Hadley, A. (1994). Proficiency-oriented language learning: Origins, perspectives, and prospects. In J. K. Phillips (Ed.), *Reflecting on proficiency from the classroom perspective* (pp. 1-30). Lincolnwood, IL: National Textbook Company.

Potts, M. (1967). The effect of second-language instruction on the reading achievement of primary grade children. *American Educational Research Journal, 4*, 367-373.

Rafferty, E. A. (1986). *Second language study and basic skills in Louisiana*. Louisiana State Department of Education. (ERIC Document Reproduction Service No. ED 283 360)

Sheridan, R. (1976). *Augmenting reading skills through language learning transfer: FLES Latin program reports, 1973-74, 1974-75, 1975-76.* Indianapolis, IN: Indianapolis Public Schools. (ERIC Document Reproduction Service No. ED 135 218)

Terrell, T.D. (1982). The natural approach to language teaching: An update. *Modern Language Journal 66,* 121-132.

NNELL State Representative Updates

New State Reps:

Colette Richardson
2585 Lawrence St
Eugene, OR 97405
Ph: 541-485-8743
E-mail: richardson@4J.lane.edu
Region: Pacific Northwest

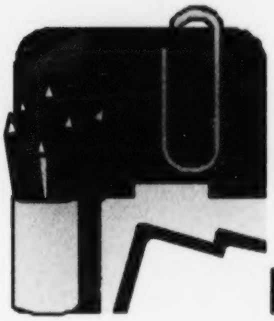
Laurel (Lollie) Young
10117 Farmleigh Drive
Richmond, VA 23235
Ph: 804-320-6338
Fax: 804-560-9182
Region: Northeast

New State Added to the Reps:

NORTH DAKOTA
Hal Groce
Minot High School - Central
110 2nd St
Minot, ND 58701
Ph: 701-857-4660
Region: Central States

E-mail Change:

Central States Regional Rep
and Ohio State Rep -
Debbie Wilburn Robinson
E-mail: robinson.468@osu.edu



Classroom Resources

French

Faulkner, K., & Lambert J. (1994.) *Une histoire de poisson.* Québec: Les éditions Héritage.

Bourgeois, P., & Clark, B. (1994.) *Benjamin et moi.* Ontario: Les éditions Scholastic.

Both books are available through Sosnowski Associates, 58 Sears Road, Wayland, MA 01778; 800-437-7161. Cost is $12.95 plus shipping for Une histoire de poisson *and $8.99 plus shipping for* Benjamin et moi.

Une histoire de poisson is a classic fish story about a little boy who catches a tiny fish and brings it home only to discover that the fish is growing and growing in his bathtub. Eventually when the fish gets too big for the house, he must be returned to the sea and the little boy brings home a more house-suitable goldfish.

The pictures are attractive and the story contains just the right amount of vocabulary for young students. And who, after all, has not been tempted to improve a little on reality?

There are flaps with text to lift on each page and the final whale picture unfolds into three full pages. This book could be used to extend a lesson on the concepts of big and small. My sixth graders with only a year of French enjoy decoding it for themselves. Younger children will appreciate it even more.

Benjamin et moi is a workbook for young children based on the English language characters Franklin and Me. Benjamin is a turtle who guides the child through activities on each page that ask the child to provide some new piece of information about himself or herself: my schedule, my neighborhood, my hands and feet, what I like, places I go to, etc. The workbook is attractively produced with full color illustrations. Children will enjoy filling in the pages with information about themselves and teachers can expand each activity into a new lesson.

German

Kind, U., Broschek, E. (1996.) *Deutschvergnügen. Deutsch lernen mit Rap und Liedern.* Germany: Langenscheidt Publishers.

Available from Langenscheidt Publishers, Inc. 46-35 54th Road, Maspeth, NY, 11378-9864. Tel: 800-432-6277. Cost is $26.50 for Lehrbuch; plus $31.95 for two accompanying audiocassettes.

Deutschvergnügen is an interesting new enrichment material for German as a foreign language that can be used at all teaching levels, from elementary through high school. These materials help teachers provide exciting and delightful lessons for the modern German curriculum. The lessons help students learn the language as they sing and act out a variety of short skits.

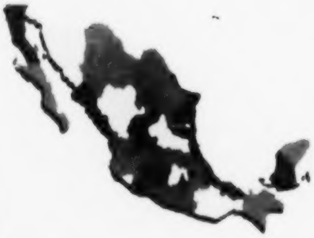
The series consists of a *Lehrbuch*, which can be copied to provide material for students, and two audiocassettes which present songs in a rap style. The *Lehrbuch* has 23 chapters. Each chapter consists of a *Liedseite* (page with songs), which shows the words to the song with illustrations and explanations in English and German. The *Lehrerseite* (page for the teacher) is used to introduce the song. Activities in this section include a pantomime, play, dialogue, or an illustrated story with pictures, that can be used as a transparency on an overhead projector. The *Schülerseiten* (pages for students) discuss the song and review the group activities or partner work. At the end of the book, there is a special section with teacher tips for classroom management. *Deutschvergnügen* provides the means to teach the language through music, which is an interesting format for both the students and teacher. The students who use it will, as the word *Deutschvergnügen* states, have fun while learning German.

Spanish

Ruiz, O. M., Sanders, A., & Sommers, M. (1995). *The many faces of Mexico/Las caras de México*. Minneapolis, MN: Resource Center of the Americas.

Available through the Resource Center of the Americas, 317-17th Avenue Southeast, Minneapolis, MN 55414-2077; 612-627-9445. English version $49.95 (300 pages of reproducible material), Spanish Supplement $25.00 plus shipping. ISBN 0-9617743-6-3

This book is a good resource for any teacher who wants to include information about Mexican history in the curriculum. The guide is published in English with a shorter supplement in Spanish. The English guide includes chapters on Mexico's place in the Americas, pre-conquest Mexico, colonialism, independence, the Mexican/American war, and revolutionary and present day Mexico. The lessons are interactive and include many opportunities for students to role play and view Mexican history from many perspectives.



The English guide is particularly helpful for Spanish language teachers who want to know more about Mexico and its history. It provides the reader with valuable time lines, charts and graphs, maps, drawings, and cartoons. There are also some wonderful reproductions of the *códices*. Many of the visuals could be used with younger students if the text is rewritten in appropriate Spanish.

The language in the Spanish supplement is most appropriate for an intermediate to advanced-level group. The readings are sophisticated and enjoyable and cover topics that are likely to be ignored in traditional textbooks (such as issues of Mexican immigration to the United States and images of Mexicans in children's literature). With immersion classes, this book would work well as the basis for a history or social studies unit.

The lessons that appear in the English guide are ideas upon which a great Spanish-language unit could be built. For this reason, I would recommend that interested elementary-level teachers opt for the English guide over the Spanish supplement. It is more comprehensive and the visuals alone make it worth the investment. It will take some work on the teacher's part to take the ideas from the guide and translate them, but the resulting lessons will be well-worth the trouble.

Calendar

Summer/Fall 1997 Courses and Workshops

June 15-July 11, 1997
Concordia Summer Language Program: Teacher Preparation for Elementary and Middle School Foreign Languages, Concordia College, Moorhead, MN. Carol Ann Pesola, Concordia College, Moorhead, MN 56562; 218-299-4511; Fax: 218-299-4454; or AATG, 112 Haddontowne Court, #104, Cherry Hill, NJ 08034-3668; 609-795-5553; Fax: 609-795-9398; E-mail: 73740.3231@compuserve.com.

June 16-20, 1997
Texas FLES* Institute, The Hockaday School, Dallas, TX. Marcela Gerber, The Hockaday School, 1600 Welch Rd., Dallas, TX 75229; 214-363-6311; Fax: 214-750-1549; E-mail: maegerber@aol.com.

June 23-28, 1997
Performance Assessment Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K-12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

June 24-29, 1997
The National FLES* Institute, University of Maryland, Baltimore County; MD. Gladys Lipton, Director, Modern Languages and Linguistics, University of Maryland, Baltimore County, MD 21250; 301-231-0824; 410-455-2109; Fax: 301-230-2652; E-mail: glipton@mcimail.com.

June 30-July 11, 1997
Teaching Foreign Languages to Young Students (K-8 Methods Course), Teachers College, Columbia University, New York, NY. Mari Haas, Teachers College, Box 201, 525 West 120th St., New York, NY 10027; 212-678-3817; Fax: 212-678-3085; E-mail: mbh14@columbia.edu.

July 14-August 10, 1997
Project Sol - An Interdisciplinary Study of Northern New Mexico's Hispanic Cultural Heritage (team applications only, one member must be a Spanish teacher), Santa Fe, NM. Mari Haas, Teachers College, Box 201, 525 West 120th St., New York, NY 10027; 212-678-3817; Fax: 212-678-3085; E-mail: mbh14@columbia.edu.

July 16-27, 1997
Teacher Educator Partnership Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K-12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

July 18-July 26, 1997
Kinder lernen Deutsch in den White Mountains, NH, Plymouth State College, Plymouth, NH. Gisela Estes, Department of Foreign Languages, Plymouth State College, Plymouth, NH 03264; or AATG, 112 Haddontowne Court, #104, Cherry Hill, NJ 08034-3668; 609-795-5553; Fax: 609-795-9398; E-mail: 73740.3231@compuserve.com.

October 24-26, 1997
Advocates for Language Learning. Four Points Hotel, San Diego, CA. Madeline Ehrlich, P.O. Box 4962, Culver City, CA; 310-398-4103; Fax: 310-397-3443; E-mail: pmsha@aol.com.

November 20-23, 1997
American Council on the Teaching of Foreign Languages, Nashville, TN. ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; 914-963-8830; Fax: 914-963-1275.

National Network for Early Language Learning

Membership Renewal Notice

This is the last issue in your subscription to *Learning Languages* (all subscriptions run from September through May). Send in your check and the form below for a 1997-1998 membership in the National Network for Early Language Learning and for a subscription to *Learning Languages*. You may make copies of this order form for your colleagues. *Renew now so you won't forget*! You will not receive the fall issue unless you renew.

Membership Form

Please enroll me as a member of the National Network for Early Language Learning (NNELL) and send me a subscription to *Learning Languages* (receive all three issues for the 1997-1998 academic year). Enclosed is a check for $20.00. (Overseas rate is $25.00.) Make checks payable to NNELL.

NO PURCHASE ORDERS PLEASE.

Name ______________________________

Title or Grade Level ______________________________

School or Affiliation ______________________________

Mailing Address ______________________________

City, State ______________________________ Zip ____________

Check whether this address is __________ Home __________ School

______ Check if this is a renewal ______ Check if this is an address change from last year

Mail this form and your check to:
National Network for Early Language Learning
Center for Applied Linguistics
Attn: Nancy Rhodes, Executive Secretary
1118 22nd St. NW
Washington, DC 20037

NNELL

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning. NNELL facilitates cooperation among organizations directly concerned with early language learning; facilitates communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminates information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL is a member of JNCL-NCLIS (Joint National Committee for Languages/National Council for Languages and International Studies). Visit the NNELL website at: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

NNELL Executive Board

President
Mary Lynn Redmond
Wake Forest University
Department of Education
Box 7266, Reynolda Station
Winston-Salem, NC 27109
redmond@wfu.edu

Secretary
Mercia Foster
Immaculate Conception School
4 Riden Circle
Charles City, IA 50616
fostemer@juno.com

Executive Secretary
Nancy Rhodes
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
nancy@cal.org

First Vice-President
Susan Walker
Parkway Northeast Middle School
4560 Ohio Ave.
St. Louis, MO 63111
nemslib@inlink.com

Treasurer
Marty Abbott
Fairfax County Public Schools
7423 Camp Alger Ave.
Falls Church, VA 22042
74553.211@compuserve.com

Membership Secretary
Guadalupe Hernández-Silva
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
lupe@cal.org

Second Vice-President
Christine Brown
Glastonbury Public Schools
232 Williams St.
Glastonbury, CT 06033
cbrownglas@aol.com

Past-President
Eileen Lorenz
Montgomery County Public Schools
850 Hungerford Dr.
Rockville, MD 20850
elorenz@umd5.umd.edu

Learning Languages *Editor*
Marcia Harmon Rosenbusch
N157 Lagomarcino
Iowa State University
Ames, IA 50011
mrosenbu@iastate.edu

NNELL Appointments

Membership
Virginia Gramer
Monroe School
Foreign Language Office
210 N. Madison
Hinsdale, IL 60521

Publisher Liaison
Patty Ryerson Hans
The Wellington School
3650 Reed Rd.
Columbus, OH 43220
hans@wellington.org

Public Relations Chair
Evelyne Armstrong
Charles Wright Academy
7723 Chambers Creek Rd. West
Tacoma, WA 98467
evelynearm@aol.com

Bylaws
Maureen Regan-Baker
22 Pearl St.
Stonington, CT 06378

Political Action and Advocacy
Kay Hewitt
Lexington Elementary School
116 Azalea Dr.
Lexington, SC 29072
leslib@lex1.k12.state.sc.us

Pacific Northwest Rep.
Jo Ann Olliphant
11004 111th St. S.W.
Tacoma, WA 98498
jolliphant@aol.com

Northeast Rep.
Harriet Barnett
225 Clinton Ave.
Dobbs Ferry, NY 10522
actflhq@aol.com

Southern Rep.
Carine Feyten
University of South Florida
College of Education
EDU 208B, Tampa, FL 33620-5650
feyten@typhoon.coedu.usf.edu

Southwest Rep.
Elena Steele
Clark County School District
Department of Foreign Language
Curriculum and Instruction
601 N. 9th St., Office 31
Las Vegas, NV 89101

Central States Rep.
Debbie Wilburn-Robinson
Ohio State University
249 Arps Hall
1945 N. High St.
Columbus, OH 43210
robinson.468@osu.edu

Membership Form

Please enroll me as a member of the National Network for Early Language Learning (NNELL) and send me a subscription to *Learning Languages* (receive all three issues for the 1997-1998 academic year). Enclosed is a check for $20.00. (Overseas rate is $25.00.) Make checks payable to NNELL.

NO PURCHASE ORDERS PLEASE.

Name ______________________________

Title or Grade Level ______________________________

School or Affiliation ______________________________

Mailing Address ______________________________

City, State ______________________________ Zip ______________

Check whether this address is ___________ Home ___________ School

______ Check if this is a renewal ______ Check if this is an address change from last year

Mail this form and your check to:
National Network for Early Language Learning
Center for Applied Linguistics
Attn: Nancy Rhodes, Executive Secretary
1118 22nd St. NW
Washington, DC 20037

Marcia H. Rosenbusch, Editor
Learning Languages
Department of Curriculum and Instruction
N157 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

ADDRESS CORRECTION REQUESTED